DOCUMENT RESUME

ED 163 158 AA 001 061

Resources in Education (RIE). Volume 14, Number 5.
Educational Resources Information Center (DHEW), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-IP.; Contains accession numbers ED 163 154 - ED 164 742
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; on annual subscription, $42.70 (Domestic), $53.40 (Foreign)
EDRS Price MF-$1.16 HC Not Available from EDRS.
Descriptors-*Abstracts; *Annotated Bibliographies; *Documentation; Education; Educational Reseach; *Educational Resources; Indexes (Locaters); *Information Dissemination; *Instructional Materials; Literature Reviews; Periodicals; Resource Guides; Technical Reports
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, and ERIC Clearinghouse Number. This special COM Microfiche edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

need for standards in Illinois, and rationale, purpose, and objectives of the standards. Section 2 presents the procedural model and describes the use of a steering committee, organizational strategies, informational instruments, pretesting, use of sectional chairmen, followup, and progress report. The third section on analyses contains preliminary data and validation of standards for the various occupations. The bulk of part I contains twenty appendixes including information for the steering committee, news releases, and standards for specific occupations. Tables and figures are included. Part II, standards for programs in the Chicago area is similar in arrangement and is concerned with standards responsive to metropolitan educational needs. Sixteen tables are included which illustrate teacher ratings of standards, qualifications of teachers, and statistics concerning individual horticulture-agriculture programs available in metropolitan schools. Teacher questionnaires are appended. (CT)

ED 163 175 CE 017 981

Pollock, Steve And Others
To Develop a Competency-Based Curriculum Guide for a Graphic Arts Vocational Program for Secondary Schools.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Note-177p.; Project was executed at Johnsburg High School, Ill.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Behavioral Objectives, *Curriculum Development, Curriculum Guides, *Graphic Arts, *Job Skills, Learning Activities, *Lesson Plans, Occupational Information, *Performance Based Education, Performance Criteria, *Resource Materials, Secondary Education

The Johnsburg High School (McHenry, Illinois) curriculum project was designed to accomplish the following eight objectives: (1) develop a competency curriculum guide for a graphic arts program that will provide lessons for the instructor to use to implement this program; (2) determine job competencies, including minimum competencies for job entry; (3) determine career ladders and criteria for promotion in this field; (4) develop a list of teaching resources; (5) field test materials developed and make the needed changes; (6) print in quantity for each school to receive a copy; (7) disseminate material developed statewide by the use of workshops and demonstration days at the school; and (8) develop the materials in two parts, including a curriculum guide for the classroom teacher's use and self study packets for students use. First, a review of the literature was conducted to find available materials. In addition, the advisory council was expanded to provide input from business and industry. Finally, the guidelines found in Specification and Model Format for Curriculum Programs'' were followed in the development of the materials. The results were intended as a model for all vocational programs in the school to use in developing competency-based programs. (A major portion of this document contains the lists of identified competencies, the lesson plans developed for Graphic Arts courses I and II, and an appended bibliography and resource lists.) (Author/BM)

ED 163 193 CE 018 430

Post, John O., Jr.
Occupational Competence Access Project. Final Report.
Institute for Career Research, Hanover, Mass.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Grant-G310-75-0010
Note-189p.; Not available in hard copy due to weak print in original document. For a related document see CE 018 431
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Access to Education, Articulation (Program), Career Awareness, Career Development, *Career Education, Career Exploration, Community Resources, Counselor Role, *Curriculum Development, Decision Making Skills, Evaluation Methods, Guidance Programs, *Occupational Guidance, Program Effectiveness, *Program Evaluation, Program Planning, Resource Centers, School Community Relationship, School Industry Relationship, Teacher Role, *Vocational Education, Vocational Maturity

The Occupational Competence Access Project (OCAP) was conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. Some of the project's major accomplishments were establishment of career information centers; development and implementation of career guidance philosophy and policies; development of industrially validated curriculum in vocational areas; establishment of career development components in several academic areas; and the establishment of a community resource system. Summative evaluation data were collected through a pre-posttest of all students at both project sites. The impact the project had on the schools was also determined through interviews and an examination of school policy formation. The project was found to have positively influenced the occupational awareness, career maturity, and decision making abilities of the student population and to have had a favorable influence on the school's personnel and policy directions. In addition, formative evaluation inputs were collected on an ongoing basis. (Several appendixes containing curriculum products, forms, and other related materials are included in a separate document, CE 018 431.) (BM)

ED 163 211 CE 018 599

Vincent, Roger D. Cobb, Robert A.

CBVE: A Study to Measure Its Effectiveness in Kentucky. Final Report. Interim Period 1.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Jun 77
Note-126p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Banking, Business Education, Cognitive Development, *Comparative Analysis, Curriculum Planning, Educational Finance, Effective Teaching, Mechanics (Process), Office Occupations Education, *Performance Based Education, Postsecondary Education, Program Costs, *Program Effectiveness, Program Evaluation, Research Problems, Secondary Education, Secretaries, Skill Development, *Teaching Methods, Trade and Industrial Education, *Vocational Education
Identifiers-Competency Based Vocational Education, Kentucky

An interim study was conducted in Kentucky to determine the effectiveness of Competency Based Vocational Education (CBVE) and to compare its effectiveness to that of traditional teaching methodologies. Research surveys of those directly involved in the implementation of CBVE were used to ascertain if CBVE is meeting its self-stated goals. Approximately twenty-five percent of all high school and postsecondary educators and students (forty-five administrators, fifty-five teachers, and 745 students) participating in CBVE in Kentucky were questioned. Five aspects of the program were evaluated: instructional planning, student impact, instructional management, professional development, and programmatic aspects. To compare the effectiveness of CBVE and traditional methodologies, a cognitive skill test and classroom summary report (which incorporated a performance skill test) were administered to eleven classes in the areas of bank teller, secretary, and tractor mechanics. Based on the test scores and questionnaire responses, the following conclusions were reached: (1) CBVE was meeting the career needs of students, (2) CBVE students were progressing faster than students taught by traditional methods and learned a larger amount of subject matter, and (3) CBVE was inexpensive to implement in the schools' present facilities. Because these conclusions resulted from an interim, and therefore limited, study, they should be viewed within that context. (ELG)

or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 231 CE 018 903

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume IV: Dental Hygienist.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-45p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Dental Hygienists, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis

An analysis of survey responses from a sample of dental hygienists on competency characteristics for their occupation is presented in this document. (Dental hygienist is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

Philosophy, *Educational Trends, Foundations of Education, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education

This module on the history, philosophy, and trends in vocational education is one of a set of four on the introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the history of vocational education; (2) the philosophical concepts of vocational education; and (3) trends in vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 269 CE 018 956

Moshier, Kenneth
Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-5: Selection, Supervision, and Evaluation of Personnel.
California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-19p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Personnel Evaluation, *Personnel Management, Personnel Selection, Program Administration, Supervisory Training, *Teacher Education Curriculum, *Vocational Education

This module on selection, supervision, and evaluation of personnel is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) selection of teachers; (2) evaluation of school personnel; and (3) supervision of school personnel. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 286 CE 018 973

Woodruff, Alan And Others

National Study of Vocational Education Systems and Facilities. Volume I. Technical Report.

Institutional Development Associates, Inc., Silver Spring, Md.; Westat Research, Inc., Rockville, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Oct 78
Contract-300-76-0315
Note-190p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 972-975 ; Prepared in collaboration with Financial Systems Planners, Inc.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Policy, *Facility Utilization Research, Federal Aid, Federal Legislation, Federal Programs, Federal State Relationship, Financial Support, Money Management, National Surveys, *Organization, Postsecondary Education, *Program Administration, Program Evaluation, Secondary Education, *State Agencies, State Government, Systems Analysis, Technical Reports, *Vocational Education

The major data and findings of a national study of vocational education systems and facilities are presented in this first of a four-volume report. Part I is organized as follows: chapter I describes the present and historical organization of state vocational education administration structures and identifies types of state agency relationships that have an impact on the formulation and implementation of policies and programs; chapter II summarizes the vocational education system in terms of types of institutions, operating characteristics of these institutions, and the patterns of governance and fiscal status of the programs administered by local education agencies; chapter III presents factors that have historically affected the use of state and federal funds in the expansion and operation of programs; and chapters IV and V describe the practices of the states and territories in the financing of facilities construction, equipment acquisition, and operating costs in different types of institutions. Part II contains three chapters: chapter VI describes the facility resources of the nation's vocational education system; chapter VII presents an analysis of the utilization of facilities; and chapter VIII describes the program offerings and admission characteristics of vocational education institutions. Part III consists of the concluding chapter, which discusses how new facilities and programs are planned and describes factors that affect the planning and decision making process in the use of facilities and resources. (Also available are the following related volumes: vol. II, State Vocational Education System Descriptions CE 018 974 ; vol. III, Methodology Report CE 018 975 ; and the Executive Summary CE 018 971 .) (JH)

application of social learning theory principles to the treatment of handicapped children and their families. A brief review of the recent literature underscores the need for physician training in behavioral approaches to treatment. The article then discusses the favorable outcomes of pilot research efforts, including a description of how these results are now being used to direct ongoing program development. It details plans for the Physician Impact Project, which involves the evaluation of a behavioral training model as applied to three groups of residents in Family Practice Medicine. The model focuses upon the development of socialization and self-management skills among children with developmental or emotional/ behavioral disorders. Formative evaluation throughout the course of the project is designed to direct the development of a demonstrably effective instructional model, which will be packaged and disseminated to other medical training sites. In closing, the paper addresses the relative merits of the project's training approach and the potential benefits to be realized from its wide dispersion and utilization. (Author)

ED 163 306 CG 012 973

Owen, John W. Sterling, Bruce S.
Halloween Costumes May Suggest Influence of Violent Models on Children.
Pub Date-78
Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Patterns, *Childhood Interests, Children, Childrens Television, *Identification (Psychological), Research Projects, *Role Models, *Violence
Identifiers-*Halloween

Halloween costumes may be used to examine the influence violent models have on children. On Halloween evening observers recorded the frequency of violent and nonviolent costumes worn by children. When all of the data are inspected they suggest that children confronted with several aggressive models may be more likely to identify with the "good guy." Data of this type can never show cause and effect, but they do suggest that children find violent models attractive. It is possible that identification with these models causes the child to adopt the models' attitudes or philosophy even though the aggressive behavior is not copied. (BN)

ED 163 330 CG 013 017

Rosen, Sidney Powell, Evan R.

Classroom Organizational Restructuring to Optimize Social-Emotional and Cognitive Growth. Final Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 77
Note-100p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Affective Behavior, Classroom Techniques, *Cognitive Development, College Students, *Emotional Development, Junior High Schools, Junior High School Students, *Participant Satisfaction, Peer Relationship, *Peer Teaching, Research Projects, *Tutoring
Identifiers-*Same Age Tutoring

In same-age peer-tutoring, the tutor's role carries more status than the tutee's, and assigning the more competent pupil to tutor is more status congruent (equitable) than the reverse; both facets of status should therefore promote achievement and satisfaction in peer tutoring. A series of studies, involving first a simulation then actual tutoring experiments with college students, and finally experiments with Junior High pupils, was conducted to develop and test certain theoretical models built on the above considerations. For college students, role assignment was random within same-sex pairs of partners who were of equal (or unequal) competence. Achievement and attitude assessments followed tutor training and tutoring. Then roles were reversed in half the pairs, before further training and tutoring. For Junior High pupils, roles were reversed in all pairs halfway through a four-week period of daily tutoring. Overall, both performance and satisfaction varied directly with being the tutor and being in a status-congruent relationship. For instance, they declined most in more competent tutors who were made tutees. Turn-taking in peer tutoring thus optimizes joint gains by balancing off decrements and increments in rates of gain in learning and satisfaction. (Author)

as well as supervision and feedback. (Author/JLL)

ED 163 354 CG 013 053

Turner, Susan
Program Planning. A Higher Education Training Monograph.
Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No.-MDHES-11
Pub Date-Sep 78
Grant-DL-31-26-74-05
Note-56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrative Personnel, *Delivery Systems, *Employment Services, Guides, Higher Education, Inservice Education, *Job Skills, Labor Market, Program Effectiveness, *Program Planning, *Skill Development

This training monograph was produced by the Manpower Development Higher Education System and provides manpower planners with the types of theoretical and practical information necessary to achieve planning effectiveness. The training is designed for delivery on three consecutive days. The material is most appropriate for the new planner or for the planner who has not practiced planning processes beyond those demanded by funding requirements. It is anticipated that, at the conclusion of training, trainees will have a working knowledge of the following areas: manpower policy history; labor market concepts as they relate to the role of the planner; manpower planning process components; types of unemployment and their impact on manpower programs; components of the manpower planning process in relation to actual labor market situations; and a model for planning implementation that reflects local labor market and political conditions. Training methods include: lecturette, small group exercises and practice, and discussion. (Author/JLL)

ED 163 378 CG 013 152

Brewer, Saundra

The Youngest Minority: Are They Competent to Waive Their Constitutional Rights?

Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-5948
Pub Date-Mar 78
Note-25p.
Available from-The Rand Corporation, Santa Monica, California 90406 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Civil Rights, *Court Cases, Criminal Law, Criminals, *Delinquents, *Due Process, Justice, *Juvenile Courts, *Legal Problems, State of the Art Reviews
Identifiers-*Miranda Act

Although juveniles are not considered criminals, it has been only in the last decade that they have been accorded the constitutional rights to fairness and due process of law accorded to adults - - basic rights guaranteed by the United States Supreme Court decision in the Miranda case. However, since a large proportion of youthful arrestees are of low socioeconomic status, intellectual deficiency, poor home background, and low educational attainment, there is great concern as to whether these youth completely understand both what their legal rights are and what it means to waive them. References are made to many legal decisions, and suggestions are provided for re-evaluation of the process by which juvenile confessions are obtained. They include: (1) revision of the wording in the Miranda statement; (2) establishment of stricter criteria for considering a waiver valid; and (3) greater involvement of parents and/or lawyers before questioning occurs. (Author/HLM)

ED 163 401 CS 004 491

Carney, John J.

Organizing Behaviors that Facilitate Comprehension in Content Materials.

Pub Date-Mar 78

Note-15p.; Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association (2nd, Hartford, Connecticut, March 2-4, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Content Reading, *Critical Reading, *Critical Thinking, Higher Education, *Reading Comprehension, Reading Instruction, Secondary Education, Students, *Study Skills, Teacher Developed Materials, *Teaching Techniques

Teachers can help students develop effective content reading/study skills by manipulating the presentation of reading materials in such a way that students can see and internalize model behaviors associated with those skills. For example, teachers can augment paragraphs of content materials with short exercises in using context clues to infer the definition of a word. Another activity is the graphic organizer or structured overview, in which the teacher introduces material by highlighting ideas or concepts and representing their interrelationships much like blueprints that students can later use to construct meaning from the text. Other techniques can be used to improve student reading comprehension and understanding of content structure. One of these techniques offers visual displays of relationships that have been developed, followed by multiple choice selections of the inferences resulting from the display. In another method, teachers provide written comments about ideas developed in the text right after those ideas appear in the text; later they gradually "wean" students from this study aid, providing fewer comments and helping students to internalize the process. (RL)

ED 163 424 CS 004 532

Zimmer, Anne Zimmer, Fred
Visual Literacy in Communication: Designing for Development.
International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date-78
Note-142p.; Part of the "Literacy in Development: A Series of Training Monographs"
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Adult Basic Education, *Adult Literacy, *Communication (Thought Transfer), *Communication Problems, Communication Skills, *Cultural Factors, Foreign Countries, Functional Illiteracy, *Graphic Arts, Illiterate Adults, Instructional Materials, Literacy Education, Teaching Techniques, *Visual Literacy
Identifiers-*Intercultural Communication
Intended for designers of culture-oriented visual materials for use in functional literacy and development communication in different cultures and countries, this manual is one in a series of training monographs on literacy in development. The three chapter titles are: "Understanding Visual Literacy," "Acquiring Visual Literacy," and "Designing Visual Messages." (FL)

ED 163 447 CS 004 558

Chodos, Laura Mosenthal, Peter

Fourth Graders' Comprehension of Story Structures under Three Recall Conditions.

Pub Date-Dec 77

Note-18p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cognitive Development, Content Reading, Elementary Education, Grade 4, *Reading Comprehension, *Reading Research, *Recall (Psychological), Retention Studies, *Story Reading

Thirty-four fourth-grade students participated in a study of the way in which children acquire frameworks used to recall and encode stories. The study tested the hypotheses that children have a consistent preference for a story structure node in which they identify narrative events as comprising plausible story themes, that the framework generated and used by children is consistent across stories, and that children will employ the same framework as an aid in their free recall of a story and in answering cued-recall questions about it. A story from a fourth-grade social studies text was rewritten into four smaller stories following different episodic parts of the original story. All subjects read each story and then wrote everything they could recall about it, using exact words when possible. They then completed a cued-recall test. Eight days later they were asked to recall as much as they could about all four stories. All three hypotheses were supported by the data. (A copy of one story used in the study is appended.) (TJ)

ED 163 469 CS 204 528

Jones, Lethonee A.
Trees and Roots.
Pub Date-Nov 78
Note-17p.; Paper presented at the Annual Meeting of the Midwest Popular Cultural Association (6th, East Lansing, Michigan, November 2-4, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Family Counseling, Family Problems, *Family Structure, Interviews, Language Usage, *Oral History
Identifiers-*Genealogy
Constructing a family history can be significant in helping persons understand and appreciate the root system that supports and sustains them. Oral history can be a valuable resource in family research as Alex Haley demonstrated in writing "Roots." The major difficulty of using oral tradition in tracing a family history is that family members with crucial information may have died. Also, senility may be a difficulty, although older persons who have a bare grasp of reality may still remember events from their youth quite well. Using verse forms to write a family history may allow the preservation of words and language that are themselves part of the history and may keep the history from being a sterile recording of events. A chart indicating males and females, marriages and children, and deaths and divorces is also a valuable tool in developing a family history. Creating a family study is beneficial in family therapy since people are shaped by the way families develop and function. (TJ)

ED 163 492 CS 204 563

Florio, Susan

The Problem of Dead Letters: Social Perspectives on the Teaching of Writing. Research Series No. 34.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0073
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Arrangement, *Classroom Communication, *Communication (Thought Transfer), Elementary Education, Grade 2, *Learning Activities, *Letters (Correspondence), *Relevance (Education), Simulation, Skill Development, Student Motivation, *Writing Skills

Comments of experienced teachers suggest that writing may be avoided in school not simply because of its inherent difficulty, but because its undertaking typically lacks connection to anything else in the lives of students or teachers. It is possible that teachers can best serve the acquisition of writing skills by structuring the social occasions within which writing might function meaningfully, thus creating a situation similar to that in which children first acquire language skills. One second-grade classroom in central Michigan, in which children do a great deal of writing, was studied closely by researchers during one school year. The classroom had been transformed into the town of "Betterburg" and included such features as law enforcement and governing agencies, cultural and commercial activities, and a postal system. Children wrote often and produced a wide variety of documents; their central writing activity was writing letters to each other, their families, and such outsiders as manufacturers of toys and games. The postal system of Betterburg symbolizes the potential efficacy of the students in the world of communication. (The report includes items showing the importance students attached to their town of "Betterburg" and a table showing writing products and occasions for writing on one particular day.) (GW)

secondary students but made no reference to student newspapers produced in journalism classes; some school districts, therefore, concluded that such papers were not covered in the guarantees. The Los Angeles school board produced its own guidelines that prohibited the use of profanity and the endorsement of political candidates and allowed for prior censorship by principals. However, in 1976, the California Supreme Court banned any form of prior censorship, after which the California statute was amended to include student newspapers and to allow prior restraint only in cases of libel, slander, obscenity, and material threatening a substantial disruption of school activities. In spite of this, some school officials continue to ignore the law and to adopt restrictive policies for student newspapers. (Portions of the California law and the Los Angeles guidelines are appended.) (TJ)

ED 163 538 CS 502 317

Kato, Hidetoshi, Ed.
Popular Images of America.
Hawaii Univ., Honolulu. East-West Center.
Pub Date-Sep 77
Note-123p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*American Culture, *Communication (Thought Transfer), Communication Problems, *Cultural Images, Females, Foreign Countries, *Literature, *Non Western Civilization, *Popular Culture
Identifiers-Communication Research

Drawn from papers presented at the East-West Communication Institute Seminars on popular culture held yearly from 1974 to 1976, the essays in this report focus on popular images of America held in four countries. Essay topics are: images of the American woman in Japan, the changing images of America in Korean literature, images of America in Malay poetry and short stories, and images of America in Tagalog short stories. (FL)

An alternative schools "explosion" is currently producing a large number of diverse educational choices for parents and students. Alternative schools, or those schools that offer all students a distinctive choice of educational programs, can be classified by philosophy, curriculum, or governance. This report defines, explains, and classifies free schools, open schools, basic schools, magnet schools, schools without walls, minischools, and schools within a school. Combining information from educational literature with material from personal interviews, it describes functioning examples of each type of school. One chapter focuses on districts offering a large spectrum of alternatives and suggests reasons for the successes and failures of these programs. A concluding chapter offers a selection of helpful ideas gleaned from the literature and from interviews on successful implementation of an alternative school program. The conclusion is that alternative school programs hold promise for those who believe that different students learn best in different ways. (Author/JM)

serve as a guide for further planning and implementation of the proposed group home with joint funding from DJSA, and the Law Enforcement Assistance Administration, (LEAA). The proposal discusses the causes of juvenile delinquency and the need for delinquent and/or neglected youth to be removed from their home environment. The concept and principles for developing and operating a group home for youth are advanced. Details of the proposed staffing, responsibilities, group living activities, and program management are explained. (Author/MLF)

ED 163 582 EA 011 056

Stanley, Hilbert Dennis

Rockefeller Foundation Program for Training Minority-Group School Administrators at the Superintendent Level: Perceptions of Skills and Value.

Pub Date-Jun 78
Note-22p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Bibliography may not reproduce clearly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, Administrator Education, *Administrator Qualifications, Administrator Role, Educational Research, Higher Education, *Internship Programs, *Minority Groups, *Program Evaluation, Questionnaires, *School Superintendents, Skills

The focus of this descriptive study was on the perceptions of participants in a program for Training Minority-Group School Administrators at the Superintendent Level (STP). The purpose of the study was to identify those administrative skills that program participants perceived to have developed; to identify some opinions of the value of the STP and its components; and to make recommendations for further use of the internship as a means of improving the preparation of minority-group school administrators for positions of increased responsibility. The data were collected by use of a 76-item questionnaire. The results of the study show participants strongly support the internship concept. The skills developed and benefits derived from the STP would tend to justify its expanded use in the training of minority administrators for a wide range of top level administrative and leadership positions in school systems. The study reports that a cadre of 65 minority-group administrators located throughout the United States has been trained for upward mobility to positions of increased responsibility in school systems. (Author/MLF)

The first study involved a detailed field investigation of current supervisor selection procedures in several different types of industries. Part 1 contains the methodology and a lengthy discussion of results, including selection procedures, factors affecting systems used for selecting supervisors, and personal factors and selection criteria. The second study examined and appraised two systems of supervisor upgrading that attempted to select foremen in a more objective manner than is typical. Part 2 describes and compares these two methods the assessment center method and selection by testing and concludes that both methods are superior to the usual informal methods. Neither method is obviously superior to the other but the assessment center method is considerably more costly. Part 3 examines the implications of the findings, including the legal implications under the Civil Rights Act of failing to utilize objective systems in selecting supervisors. (Author/JM)

*Communication Problems, *Communication Skills, Elementary Secondary Education, Human Relations, Literature Reviews, *Organizational Communication, Principals, Research, Teacher Administrator Relationship, *Verbal Communication

This chapter of "The Best of the Best of ERIC," Volume 2, contains 15 summaries of documents and journals on communication skills, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of the topic, such as communication problems between principals and teachers, principals and students; organizational communications and decision-making processes and structures; factors that influence the quality of communications; the effect of verbal behavior on school climate; and methods and techniques for improving communication skills of principals and other administrative personnel. (PKP)

ED 163 649 EA 011 136

Berkeley, Heather, Ed. And Others
Children's Rights: Legal and Educational Issues. Symposium Series/9.
Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-177p.
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($7.25)
Document Not Available from EDRS.
Descriptors-Child Abuse, Child Advocacy, *Children, Child Welfare, *Civil Liberties, Corporal Punishment, Corrective Institutions, Delinquency, Delinquent Rehabilitation, Discipline Policy, Elementary Secondary Education, Equal Education, Foreign Countries, Juvenile Courts, *Legal Problems, Legislation, *School Law, Student Grouping, *Student Rights, Youth Problems
Identifiers-Canada, *Child Rights, Status Offenders
In recent years, the issue of children's rights has become a focal point of concern and controversy. This collection of papers focuses on children's rights under Canadian laws and in Canadian schools. Papers providing general overviews include Children's Rights in the Canadian Context'' by Chad Gaffield and W. Gordon West and A Status Report on Child Advocacy in the United States'' by Patrick C. Lee. Papers on legal issues include New and Old Themes in Canadian Juvenile Justice: The Origins of Delinquency Legislation and the Prospects for Recognition of Children's Rights'' by Jeffrey S. Leon, Unmanageable Children in Ontario: A Legal Review'' by Karen Weiler, and A Critique of the Institutional Response to Juvenile Delinquency in Ontario'' by Dennis Conly. Papers dealing with educational issues include Student Rights in Canada: Nonsense upon Stilts?'' by Romulo F. Magsino, School Discipline and Corporal Punishment: An American Retrospect'' by Donald R. Raichle, A Case Study Approach to Discretion in School Discipline'' by Michael E. Manley-Casimir, Schooling and Ethnic Rights'' by Vincent R. D'Oyley, Children's Intellectual Rights'' by Robert MacKay, Family Grouping: A Structural Innovation in Elementary Schools'' by Ron Buston, and School Change and the Implications for Students' Rights'' by Glenn Eastabrook. (Author/JM)

the object. A learning set was observed such that fewer sessions were required to train later signs than earlier ones. (Author/DLS)

ED 163 671 EC 112 430

Bates, Percy, Ed. And Others
Mainstreaming: Problems, Potentials, and Perspectives.
Michigan Univ., Ann Arbor. School of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-77
Grant-451AH50310; Available from-Limited copies of these papers are available from the National Support Systems Project, 253 Burton Hall, 173 Pillsbury Drive, S.E., Minneapolis, Minnesota 55455
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Court Litigation, Federal Legislation, *Handicapped Children, *Mainstreaming, Minority Groups, Parents, Seminars, Social Attitudes, Teacher Education
Identifiers-*Education for All Handicapped Children Act

The book presents a series of papers on mainstreaming that were part of a University of Michigan seminar for special education doctoral students. In Part I, "The Origins and Evolution of Mainstreaming," the authors discuss the various forces that have encouraged the development of mainstreaming and the least-restrictive-environment concept, including the historical emergence of special education as a field, American attitudes toward the handicapped, litigative and legislative factors in mainstreaming, the Education of All Handicapped Children Act (P.L. 94-142), and parents. Part II, "The Implications of Mainstreaming," focuses on four important areas: the sources of resistance to the inclusion of special needs children in regular classrooms, several critical issues raised by mainstreaming for the public schools, mainstreaming's implications for nonwhite children, and teacher training for mainstreaming. (DLS)

cognitive gain while in preschool. (Author/BD)

ED 163 692 EC 112 621

Striffler, Nancy And Others
Comparison of Audiovisual and Traditional Methods for Teaching Language Concepts to Retarded Children.
Pub Date-77
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Television, Instructional Innovation, *Language Development, *Mentally Handicapped, Orientation, Student Participation, *Teaching Methods, *Video Tape Recordings

A videotape designed to teach the color red to 18 retarded children (ages 3-5 years) was tested in comparison to traditional methods of instruction. The children were divided into three groups, one viewed the experimental videotape, one traditionally taught videotape, and one a non-televised traditional presentation, each was instructed by the selected method twice a day for four consecutive days. No significant difference was found among the three conditions. Results suggest that presentation of common objects, familiar child-like situations, and requests for viewer participation were most successful in gaining orientation; and that television instruction might be an effective tool in the language development program of retarded children. (Author/PHR)

ED 163 717 EC 112 735

Goldstein, Judith E.

Development and Implementation of a Post-Master's Level Internship Training Program to Prepare Therapeutic Recreation Consultant Personnel. Final Report.

National Recreation and Park Association, Arlington, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-31 May 77
Grant-OEG-0-74-9087
Note-54p.; Reproduced from best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Consultants, *Handicapped Children, Higher Education, *Internship Programs, Job Development, Recreation, Training
Identifiers-Final Reports, *Therapeutic Recreation

The final report details activities, goals, and objectives of a 3-year federally funded project to develop a post-master's internship training program for therapeutic recreation consultants. Described are the development of a training module package, job development activities, intern training programs, and Project Advisory Committee activities. Activities of six interns are summarized. A final section presents observations, conclusions (regarding consultation, the training prototype, interns, and job development), and recommendations (concerning the consultant role and professional preparation and consultation competencies). (CL)

persons. The booklet concludes with suggested actions when meeting a disabled person (such as talking directly to the person rather than to an accompanying person) and for general advocacy (such as encouraging community groups to have programs about disabled persons). (CL)

ED 163 740 EC 112 853

Beyond the Sound Barrier. Booklet No. 2.
George Washington Univ., Washignton, D.C. Regional Rehabilitation Research Inst. on Attitudinal, Legal and Leisure Barriers.
Spons Agency-George Washington Univ., Washington, D.C. School of Education.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-Apr 78
Grant-15-P-57882/3-03
Note-22p.; Not available in hard copy due to color of paper in the original; For related information, see EC 112 852 - 856
Available from-George Washington University, Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Washington, D.C. 20036 (1 copy free, 2-10/$0.25, 11 or more/$0.15)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aurally Handicapped, *Changing Attitudes, Community Attitudes, *Deaf, Discriminatory Attitudes (Social), *Social Attitudes, Stereotypes

The second of five booklets designed to change the attitudes of the general public toward disabled people examines attitudes toward deaf and hearing impaired people. Six myths (including that deaf persons cannot appreciate the arts) are contradicted, and five situations demonstrating attitudinal barriers are described. Suggested actions when meeting a deaf person and for general advocacy are listed. (CL)

ED 163 252 CE 018 939

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category A: Introduction to Vocational Education. A-2: Scope, Function, and Organization in Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-20p.; Not available in hard copy due to size and density of print. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Educational Objectives, Foundations of Education, Higher Education, Learning Activities, Learning Modules, Organization, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education

This module on scope, function, and organization in vocational education is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the scope of vocational education; (2) the function of vocational education; and (3) the organization of vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 425 CS 004 533

Thomas, Frederick J. Kondo, Allan K.

Towards Scientific Literacy: A Core Curriculum for Adult Learners and Literacy Teachers.

International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date-78
Note-106p.; Part of the Literacy in Development: A Series of Training Monographs"
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Basic Education, *Adult Literacy, Agriculture, Communication (Thought Transfer, Communication Skills, Energy, Environment, Foreign Countries, Health, *Human Development, Illiterate Adults, *Literacy Education, *Science Instruction, *Scientific Literacy, Teaching Techniques
Identifiers-India, Iran

One in a series of training monographs, this text suggests a core curriculum of scientific ideas that should become part of the common human heritage. The eight chapters present discussions of scientific literacy within its social context, scientific methodology, the environment, human health, agriculture, energy, ideas for teaching science in nonformal settings, and science teaching in functional literacy programs in Iran and India. Each chapter begins with a list of key concepts and words and concludes with a number of suggested teaching activities. (FL)

ED 163 515 CS 204 592

Henry, Susan

Hannah Bunce Watson: Patriot Printer in the American Revolution.

Pub Date-Aug 78
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Females, Freedom of Speech, *Journalism, *Newspapers, News Reporting, *Press Opinion, Propaganda, Revolutionary War (United States), *United States History, *Working Women
Identifiers-*Watson (Hannah Bunce)

Although Hannah Watson had had little printing training prior to her husband's unexpected death, she assumed his job as publisher of the Connecticut Courant'' newspaper, a vehement advocate of the patriot cause, for 16 months during the Revolutionary War. In spite of problems such as wartime printing shortages, the burning and reconstruction of the paper mill, inflation, and the responsibility of settling her husband's estate, Watson's paper was financially successful and maintained a patriotic editorial policy that reminded readers of the war and the principles behind it in every issue. The paper supplied battle descriptions from all of the colonies, analyses of significant events, and news of British home events and criticisms of Parliament, while calling for colonist support and economic sacrifice. Excluding advertising and short local items, the paper carried only nine nonpolitical articles during this period. When Hannah Watson married a successful businessman, she turned over her position and property to him and retired to private life and the newspaper assumed a conservative editorial policy. (MAI)

ED 163 539 CS 502 318

Kruk, Leonard B.

Word Processing and Its Implications for Business Communications Courses.

Pub Date-Apr 77

Note-21p.; Paper presented at the Annual Eastern Regional Meeting of the American Business Communication Association (Cleveland, Ohio, April 14-16, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Automation, *Business Communication, *Business Education, *Curriculum Development, Educational Needs, Higher Education, *Office Machines

Identifiers-Dictation, *Word Processing

Word processing, a systematic approach to office work, is currently based on the use of sophisticated dictating and typing machines. The word processing market is rapidly increasing with the paper explosion brought on by such factors as increasing governmental regulation, Internal Revenue Service requirements, and the need for stockholders to be better informed. In the past, keeping up with the paper explosion has meant hiring more people, but the future will see increased staff productivity as the major way of keeping up. As automation takes places in dictation, typing, micrographics, reprographics, and record retrieval, schools will be required to prepare people who can function in this new environment, including individuals to operate the machinery and managers and executives who will be charged with the responsibility of planning effective use of the equipment. (Suggestions are presented to help business educators design their curricula to meet the needs of the word processing office.) (TJ)

ED 163 561 EA 010 665

Mazzarella, Jo Ann

Improving Self-Image of Students. ACSA School Management Digest, Series 1, Number 14. ERIC/CEM Research Analysis Series, Number 41.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-78-0007
Note-47p.
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($2.75 nonmembers; $1.75 for ACSA members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Bilingual Students, Delinquency Prevention, Delinquents, Disadvantaged Youth, Educational Research, Elementary Secondary Education, *Literature Reviews, *Personal Growth, Potential Dropouts, *Program Descriptions, Self Actualization, *Self Concept, Self Concept Tests, *Students, Teacher Attitudes

Research over the last ten years provides overwhelming evidence that the most successful students have strong positive self-concepts. This booklet reviews literature on self-concept and describes many programs designed to improve student self-esteem. The paper begins by noting that although no one understands the order of the cause and effect relationship, there is a strong correlation between self-concept and achievement. Then ways to improve self-concept are discussed, with a warning that techniques for measuring self-concept have problems. Methods for improving self-concept include classroom techniques, counseling and discussion groups, and teacher inservice programs. One chapter is devoted to programs for dropouts, delinquents, and the disadvantaged. A final chapter documents the effects of teacher attitudes and beliefs and suggests ways to improve teacher self-concept. The overall conclusion is that one reason for the success of self-concept improvement programs may be that positive teacher attitudes about student abilities have strong effects on student self-concept and student academic achievement. (JM)

ED 163 604 EA 011 082

Walters, Donald L.

Accounting and Financial Planning Top Priorities for School Business Administrators.

Pub Date-78
Note-14p.; Paper presented at the Annual Meeting of the Association of School Business Officials (Washington, D.C., October 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Personnel, *Budgeting, Educational Research, Elementary Secondary Education, Investment, Job Analysis, Reports, *School Accounting, Tables (Data)
Identifiers-Auditing, *Financial Planning, Pennsylvania

Success for the business administrator depends largely on ability to identify priorities and to direct time, energy, and know-how accordingly. This study attempted to find out the priorities of the tasks of accounting and financial planning for school business administrators and the precise nature of the school business administrator's responsibility for these functions. A reanalysis was done of data gathered by Moser in a survey of Pennsylvania school business administrators and their subordinates. Responses came from 22 executive directors and 23 business administrators from 27 separate intermediate districts. Results indicated several conclusions. (1) Accounting and financial planning are top priorities for school business administration. (2) Cash flow analysis, financial reports preparation and reporting, and accounts auditing are the most important components of accounting. (3) Investments, budget control, and budget compilations are the crucial tasks in financial planning. (4) The business administrator's responsibility is either to complete or delegate accounting tasks, but ideally the tasks should be delegated. (5) The business administrator's responsibility for financial planning is to complete rather than delegate this task. (6) The tasks of cash flow analysis, investments, budget control, and budget compilation are completed by business administrators themselves. (7) The tasks of financial reports preparation and accounts auditing are ideally delegated by the business administrator to a subordinate. (Author/JM)

ED 163 627 EA 011 107

Community Schools.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 7 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Advisory Committees, Annotated Bibliographies, *Community Schools, Court Litigation, Economic Factors, *Educational Facilities, Elementary Secondary Education, Evaluation, Models, Philosophy, *School Community Relationship, School Planning, Shared Facilities, State Legislation, Year Round Schools
This chapter of "The Best of the Best of ERIC," Volume 2, contains 17 summaries of documents and journals on community schools, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of the topic, such as facilities for community schools, training the community educator, economic and legal aspects of community schools, and conceptual and philosophical framework of community education. (PKP)

ED 163 232 CE 018 904

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume V: Dental Lab Technician.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-39p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Dental Technicians, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis
An analysis of survey responses from a sample of dental laboratory technicians on competency characteristics for their occupation is presented in this document. (Dental laboratory technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 331 CG 013 018

Halverson, Claire B. And Others

Freedom For Individual Development: Teaching Methods and Instructional Materials.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-G007604968
Note-98p.; For related documents see UD018636, CG013013, CG013019, CG013020, CG013021
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Change Strategies, *Educational Change, Elementary Secondary Education, Feminism, *Group Activities, *Instructional Materials, Program Guides, School Personnel, Sex Role, Sex Stereotypes, Socialization, *Teaching Methods

This module consists of materials designed for use in an inservice program which, in its entirety, runs 16 hours. Instructions for conducting the Workshop Activities are included at appropriate intervals throughout the module. The program is divided into three units: (1) awareness of sex sterotyping in self, society and schools; (2) setting goals to reduce sexism in one's own school; and (3) action planning in task forces. Each unit gives methods, rationale, objectives, list of materials, and time limits required, as well as specific instructions for workship activities and copies of all handouts used. The module is designed for presentation to teachers, librarians, school personnel and parents who serve on curriculum or advisory committees. All members of the educational community who are committed to carrying out programs that will diminish sex role sterotyping will find the module helpful. (Author)

ED 163 379 CG 013 153

Sandler, Bernice And Others
Taking Sexism Out of Education.
Report No.-DHEW-OE-77-01017
Pub Date-78
Note-122p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-080-01794-6)
Journal Cit-American Education; Apr-Jul 1977
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Educational Practice, *Educational Problems, Elementary Secondary Education, Futures (of Society), Guides, Higher Education, *School Role, *Sex Fairness, *Sex Stereotypes, Social Change, State of the Art Reviews, *Student School Relationship
Identifiers-*National Project on Women in Education

This collection of articles presents the substance of the work done by the National Project on Women in Education. The Project assessed current practices in sex-role sterotyping throughout the educational process and also brought together experts and practitioners in the field of sex roles with policymakers in an attempt to plan for change. The articles address the problem of sexism in education in the following areas: the impact of Title IX, teacher behavior, curriculum materials, counselor behavior, influence of television, educational administration, teacher education, the world of work, American social attitudes, and changing male roles. Recommendations for alleviating sexism in each area are offered. (HLM)

ED 163 402 CS 004 492

Greaney, Vincent Quinn, John

Factors Related to Amount and Type of Leisure Time Reading.

Pub Date-Aug 78
Note-45p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Elective Reading, Elementary Education, Elementary School Students, Factor Analysis, Foreign Countries, Grade 5, Individual Characteristics, Predictor Variables, Reading Ability, *Reading Habits, *Reading Interests, *Reading Research, *Recreational Reading
Identifiers-*Ireland

Diaries showing how 920 Irish fifth graders spent their leisure time on three designated days within one week augmented data about the children's personal, school, and home characteristics to aid in determining the primary factors related to the amount and type of leisure time reading. The children reported spending a median time of 60 minutes per week in leisure reading, primarily with either books or comics, but also with newspapers. While gender and reading attainment emerged as the strongest predictors of leisure reading, the most significant finding was the apparent complexity of leisure reading: although earlier studies related the individual variables used in this study to leisure reading, those same variables collectively accounted for only 22.9% of the variation in time devoted to book reading, 7.46% of the variation in time spent reading comics, and 18.75% of the differences between book and comic readers. These low percentages suggest the need for much more research to increase understandings of leisure time reading. (RL)

ED 163 448 CS 004 559

Osborn, Julia And Others

A Preliminary Report of the Early Decoding Strategies Project.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.; Initial Teaching Alphabet Foundation, New York, N.Y.
Pub Date-75
Note-37p.; For related documents, see CS004559-562
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Beginning Reading, Cognitive Processes, *Decoding (Reading), *Initial Teaching Alphabet, Kindergarten Children, *Learning Processes, Orthographic Symbols, Primary Education, Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Research

As part of a two-year project that examined the processes by which children initially approach the reading task, a study was devised to test the project's materials and procedures. Selected by a pretest, four kindergarten children, with no prior reading instruction, were taught the same reading content using the initial teaching alphabet for a 20-week period. Two children were instructed according to a whole-to-part program requiring a sight vocabulary of meaningful words, and the other two children were taught according to a part-to-whole program using equivalents of letters and letter combinations. Based on the children's answers to probe questions, their spontaneous comments, and their responses to tasks, the preliminary study revealed that decoding and comprehension are not separable in most children's minds, in that children try to impose structure and elicit meaning from tasks and expect to find language meaning in the printed word. (MAI)

ED 163 470 CS 204 530

Schoenfeld, Clay

An Educator's Perspective on Environmental Communications Today.

Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), *Conservation (Environment), *Ecology, *Environmental Education, History, *Information Dissemination, *Journalism, *Outdoor Education
Identifiers-*Environmental Communications

Environmental communications (EC) display three aspects of import to journalism teachers and researchers: first, the EC research base is lean but growing; second, environmental communicators are widely dispersed among an EC ecosystem of varied components; and third, while the varied roots of EC precede the present decade by many years, environmental communications themselves seem to represent a new species for instruction and investigation. The varied components in which environmental communicators are employed today include the mass and specialized print, graphic, and electronic media; governmental resource management agencies; professional societies; citizen environmental organizations; resource industries; colleges and universities; libraries; and museums. The roots of EC include nature writing, outdoor recreation and travel writing, science writing, public affairs reporting, and persuasion. The common denominators of the various forms of EC include a hard core of ecological content, a recognition of worldwide problems of crisis proportions, a value system, and a concern for private and public action. (An appendix offers a digest of environmental publications including major focus and fees paid for articles.) (TJ)

ED 163 493 CS 204 564

Schultheis, Miriam, Comp. Pavlik, Robert, Comp.
Classroom Teachers' Manual for Bibliotherapy.
Institute for the Study of Bibliotherapy, Inc., Fort Wayne, Ind.
Pub Date-77
Note-95p.
Available from-Benet Learning Center, 724 West 4th Street, Fort Wayne, Indiana 46808 ($4.15 plus $0.60 handling)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adolescent Literature, *Audiovisual Aids, *Bibliographies, *Bibliotherapy, *Childrens Books, Childrens Literature, Elementary Secondary Education, *English Instruction, Guidelines, Individual Development, Learning Activities, *Literature Appreciation, Questioning Techniques, Student Interests, Student Needs, Teaching Techniques

A practical approach to using bibliotherapy in the classroom is presented in this manual. Among the materials included are discussions of definitions and dynamics of bibliotherapy, qualifications of a bibliotherapist, objectives and benefits of bibliotherapy, values of individual and group bibliotherapy, and basic human needs; suggestions for activities to aid in determining student needs and interests; a proposed procedure and a plan sheet for bibliotherapy; suggestions for using questioning techniques in class discussions, rewriting reading materials to lower their readability level, and excerpting materials; and descriptions of follow-up activities. The manual also provides lists of children's books that deal with physical appearance, emotions and character traits, family relationships, and socioeconomic problems; lists of audiovisual materials that can help develop conceptual understandings, positive attitudes, and communicative skills; and bibliographies of relevant readings. An appendix presents sample lessons and questions to help students learn about themselves. (GW)

ED 163 672 EC 112 431

Ross, Dorothea M. Ross, Sheila A.

A Plan of Action for the Habilitation of the Educable Mentally Retarded Child. Final Report.

California Univ., San Francisco. Medical Center.; Palo Alto Medical Research Foundation, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-OE-13-443-Hoo38SJ
Pub Date-May 78
Contract-300-75-0113
Note-70p.; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Attention Control, Cognitive Development, Discrimination Learning, *Educable Mentally Handicapped, Exceptional Child Research, *Experimental Curriculum, Learning, Memory, Mentally Handicapped, Program Descriptions

The report describes the development of the final 2 years of an intensive elementary school curriculum for fifth and sixth grade educable mentally retarded (EMR) children, to provide them with an opportunity to achieve their maximum potential for intellectual development, productivity, independence, and psychological well-being. Most of the document consists of appendixes, in which are found sample lessons from the curriculum, content summaries of the curriculum, and descriptions of three experiments that were conducted to establish an empirical basis for the procedures used in three cognitive skill programs within the curriculum (memory strategies, problem-solving, and selective attention). Experiments described concern the facilitative effect of mnemonic strategies on multiple-associate learning in EMR children, choosing the best cognitive training alternative for the EMR child, and language skills prerequisite to relevant-irrelevant discrimination tasks. (DLS)

ED 163 693 EC 112 622

Chambers, Jack A. Barron, Frank
Identifying the Culturally Different Gifted Student.
California State Univ., Fresno. Dept. of Psychology.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-Jul 78
Grant-77-11-D
Note-83p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adjustment (to Environment), Check Lists, Creativity Tests, *Cultural Differences, Culture Free Tests, Elementary Education, *Evaluation Criteria, Exceptional Child Research, *Gifted, *Identification, *Mexican Americans, Rural Schools, Screening Tests, Student Characteristics, *Test Validity, Urban Schools
Identifiers-Adaptive Behavior Scales, Barron Symbol Equivalence Test, Barron Welsh Art Scale, Culture Fair Intelligence Test, Personal Adjective Check List, Wallach and Kagan Creativity Test Battery
The study was designed to provide a relatively simple method of identifying gifted Mexican-American elementary school children, using as Ss approximately 298 Mexican-Americans (in grades 3-6) from both urban and rural schools. Ss were rated by present and former teachers on traits found to be characteristic of highly creative and talented individuals (Student Check List), and on the American Association of Mental Deficiency Adaptive Behavior Scale. Ss were given the IPAT (Institute for Personality and Ability Testing) Culture Fair Intelligence Test, the Wallach-Kagan Tests of Creativity, the Barron-Welsh Art Scale, the Barron Symbol Equivalence Test, and the Personal Adjective Check List. All tests except the Personal Adjective Check List were found to give fairly consistent results when compared to teacher ratings. Sequential screening batteries were developed which require relatively little testing time while yielding reasonable levels of both effectiveness and efficiency. Appendixes include the Student Check List, the Wallach-Kagan Tests, the Barron Symbol Equivalence Test, the Personal Adlective Check List, and an instruction set for identifying the culturally different gifted student. (Author/PHR)

ED 163 718 EC 112 736

Verhoven, Peter J. Kelley, Jerry D.

An In-Service Training System to Facilitate the Implementation of a Model Competency-Based Therapeutic Recreation Entry-Level Curriculum. Final Performance Report.

National Recreation and Park Association, Arlington, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-31 May 77
Grant-G007602993
Note-53p.; Print may not reproduce well; Best available copy; For related information, see EC 112 734
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum, *Handicapped Children, Higher Education, *Inservice Education, Performance Based Education, Professional Education, *Recreation, Therapy
Identifiers-*Therapeutic Recreation

The report summarizes an inservice training project for implementing a model competency-based curriculum for therapeutic recreation personnel in colleges and universities. Described are activities related to five program objectives, including identifying regional training needs, training inservice institute facilitators, and establishing and evaluating formalized communication processes for continued technical assistance and dissemination of new materials. Recommendations are made for continued inservice training opportunities and for improving coordination between 2-year and 4-year colleges and universities. (CL).

ED 163 741 EC 112 854

Free Wheeling. Booklet No. 3.
George Washington Univ., Washignton, D.C. Regional Rehabilitation Research Inst. on Attitudinal, Legal and Leisure Barriers.
Spons Agency-George Washington Univ., Washington, D.C. School of Education.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-May 78
Grant-15-P-57882/3-03
Note-20p.; Not available in hard copy due to color of paper in the original; For related information, see EC 112 852 - 856
Available from-George Washington University Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Washington, D.C. 20036 (1 copy free, 2-10/$0.25, 11 or more/$0.15)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Changing Attitudes, Community Attitudes, *Discriminatory Attitudes (Social), *Physically Handicapped, Social Attitudes, Stereotypes, *Wheel Chairs

Attitudes toward wheelchair users are the focus of the third of five booklets on attitudinal barriers toward disabled persons. Five myths (such as that people using wheelchairs cannot enjoy sex) are examined and common negative attitudes are portrayed in five scenes. The booklet concludes with suggestions for dealing with a wheelchair user (such as not automatically holding on to a person's wheelchair) and for general advocacy (such as encouraging the community to make curb cuts in the sidewalks). (CL)

ED 163 159 CE 016 690

Why Not a Woman?
Pennsylvania Commission for Women, Harrisburg.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Sep 76
Note-20p.; Not available in hard copy because of reproducibility problems; A twenty-six-minute color-sound film by the same title is available by rent (Association Films, Inc., 866 Third Avenue, New York, New York 10022, $5.50) or purchase (Pennsylvania Commission for Women, 512 Finance Building, Harrisburg, Pennsylvania 17120, $150.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affirmative Action, *Blue Collar Occupations, Employment Opportunities, Employment Potential, *Equal Opportunities (Jobs), *Females, Financial Needs, Job Satisfaction, Job Skills, Resource Materials, Sex Differences, Sex Discrimination, *Skilled Occupations, *Working Women, Work Life Expectancy

There is a need to reduce barriers to women's employment in skilled trades and related blue-collar jobs. Women have been found to perform successfully as machinists, carpenters, welders, or other blue-collar workers. Why are more women working outside the home? Almost three-fourths are working because they need the money. Aware that men's jobs pay more, more women are turning to these occupations. With social support for breaking out of the stereotyped image, more women are now able to acknowledge their interests and seek personally satisfying work. Nevertheless, statistics show that only 4% of skilled blue-collar jobs are held by women. By 1970, there were 495,000 women (an increase of 80% over the 1960 figure) employed in skilled trades. Employment discrimination has not ended. Now, however, state and federal laws guarantee women's equal employment opportunities. In addition, affirmative action, required of all federal contractors, can be demanded of other employers under Title VII of the Civil Rights Act of 1964 if investigation reveals a discrimination pattern. That many women have the aptitudes to perform jobs dominated by men has been demonstrated by tests and on-the-job experience. Employers and unions are finding that women are capable of handling blue-collar jobs and that they are eager for an opportunity to succeed. (This booklet was produced for use with the film, "Why Not a Woman?" see note.) (CSS)

ED 163 194 CE 018 431

Hayes, Diane And Others
Institute for Career Research, Hanover, Mass.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Grant-G310-75-0010
Note-629p.; Not available in hard copy due to weak print in original document. For a related document see CE 018 430
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, Articulation (Program), Career Awareness, *Career Education, Career Exploration, Community Resources, Counselor Role, Curriculum Development, Educational Objectives, *Faculty Development, *Guidance Programs, Information Storage, Interest Tests, *Learning Activities, *Occupational Guidance, Occupational Information, Program Content, Program Planning, Publicize, *Resource Centers, Resource Materials, Teacher Developed Materials, Vocational Education
This document contains the appendixes to the final report of the Occupational Competence Access Project (OCAP), a study conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. (CE 018 430 contains the final report.) The following materials are included in these appendixes: listings of OCAP's Career Information Center resources; a manual for developing or expanding a career information center; a report of OCAP's career interest inventory survey; descriptions of the student file system, instructional and guidance activities, the counselor's role, and staff development activities and courses; project goals and activities; a curriculum planning notebook; an excerpt from the community planning notebook; community resource listings; a needs assessment; project news releases; and a matrix displaying careers related to school subjects. (BM)

ED 163 212 CE 018 607

Walling, H. Griffin

The Communication Model: An Emerging Systems Analysis Technique for Continuing Education Research.

Pub Date-20 Oct 78
Note-21p.; Paper presented at the National University Extension Association Region IV Conference (Madison, Wisconsin, October 20, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Education, *Data Collection, Educational Research, Faculty Evaluation, *Information Networks, Models, *Organizational Communication, Organizational Theories, Organizations (Groups), *Problem Solving, *Systems Analysis, Systems Approach

Continuing educators can gain knowledge about their programs' environments, as well as predict the outcomes of change processes, by utilizing an emerging systems concept called the communication model. Utilization of the communication model involves three steps: (1) diagramming the perceived reality of the organizational system, (2) using the diagram to guide data collection and analysis, and (3) constructing a functional theory to facilitate problem solving. The first step of diagramming a system can be facilitated by referring to the Walter L. Balk systems model. This model involves the following components: organizational evolution, organizational exchange, and internal components. Once a model representing the perceived reality of the organization under study has been designed, attempts can be made to secure data based on thematic content. In most cases, a comparative analysis is conducted of the changes which occurred in the organization's components. The third step reflects ways in which the nature of the data alter the theory to more accurately represent the situation under study. (CSS)

ED 163 270 CE 018 957

Schramm, Dwayne

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-6: School Law and Its Relationship to Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-29p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Federal Legislation, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *School Law, State Legislation, *Teacher Education Curriculum, *Vocational Education
Identifiers-California

This module on school law and its relationship to vocational education is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) examining sources from which school law stems; (2) examining school law based on judicial opinions; (3) examining school law resulting from federal statutes; (4) examining recent school law on vocational education resulting from federal legislation; and (5) examining school law on vocational education resulting from state legislation and local agency resolutions. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 307 CG 012 974

Hatfield, Agnes B.
Coping with Mental Illness in the Family.
Pub Date-31 Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Coping, Emotionally Disturbed, *Family Problems, *Mental Illness, *Psychiatric Services, Research Projects, Residential Programs, *Special Health Problems
Identifiers-*Caregivers
Utilizing the conceptual framework of coping theory, 30 family care-givers of mentally ill family members were interviewed to determine the relationship between coping effectiveness and such variables as patient characteristics, factors of the care-givers life situation, and the availability and adequacy of community supports. Care-givers were selected from an earlier questionnaire study of members of a family self-help group. Coping effectiveness was defined as the degree to which the care-giver exhibited emotional mastery, cognitive skill, and personal need fulfillment. It was found that the heaviest burden was felt in the early years of care-taking and on those who attempted to maintain the patient at home. The instrusion of such patients on family life, the constant painful reminder of the illness, and the frustration over lack of effective guidance from professionals were the most frequently stated complaints of care-givers. Families with very ill, chronic, long-term hospitalized patients showed the least sense of burden. They apparently adjusted to the conceptual framework of adaptation and coping appeared to be a promising approach for studying the complexities of such a problem as the one posed in this study. (Author)

ED 163 355 CG 013 069

Guidance Services in Pennsylvania. Position Statement.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Pub Date-77
Note-51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Guidance Counseling, *Guidance Services, Guidelines, *Peer Counseling, Professional Personnel, *Program Evaluation, *Program Planning, *Pupil Personnel Services, School Community Relationship, State Programs
Identifiers-*Pennsylvania

Guidance Services Position Statement was prepared in response to a need expressed by people engaged either in developing school guidance activities or in expanding and improving such activities. The intent was to provide a guide or a framework upon which a guidance program might be constructed or made more effective. Five major sections focus on: (1) basic rationale for guidance; (2) basic services; (3) current issues; (4) evaluation criteria; and (5) counselor role model. The basic rationale for guidance programs is to discover guidance where it occurs, sharpen abilities to meet the goals and build its many forms into a planned total effort aimed at helping the whole child develop to his/her full potential. Guidance services felt to be basic to all guidance programs include individual counseling, group processes, pupil assessment, information, parental involvement, referrals, orientation, staff consultation, pupil records, placement, research and evaluation. The ad hoc committee recommends 31 criteria for evaluating school guidance programs, and defines the role of the counselor in a model job description which includes qualifications, role and duties. (BN)

ED 163 516 CS 204 593

Patti, Charles H.

Where Does the Teaching of Advertising Belong?: The Case for the Business School Environment. Faculty Working Paper No. MK 78-28.

Arizona State Univ., Tempe. Coll. of Business Administration.
Pub Date-78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Business Education, *College Curriculum, *Employment Qualifications, Higher Education, Interdisciplinary Approach, Job Skills, *Journalism Education
Identifiers-*Advertising

Compelling arguments have been offered supporting both the journalism/communication school and the business school as the ideal setting for advertising education. While relatively few advertising programs now exist in business schools, a growing number of undergraduates are finding the study of advertising in a business school environment to be very attractive. Marketing-based advertising programs differ from their journalism counterparts in two major ways: courses within the core requirements emphasize the more analytical, managerial aspects of advertising, and the noncore requirements consist of a series of business courses. This broad-based business background helps students gain an appreciation for advertising within a business context and provides them with training that is applicable to a large range of employment possibilities. Arizona State University's large and comprehensive marketing-based advertising program illustrates the advantages of advertising education in a business school environment. This program fulfills the present and future needs of both students and employers. (Author/FL)

ED 163 583 EA 011 057

Pilo, Marvin R.

The South Carolina Education Finance Act of 1977: Problems and Prospects.

Pub Date-14 Apr 78
Note-14p.; Paper presented at the Regional Conference of the American Educational Research Association (Richmond, Virginia, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Legislation, Elementary Secondary Education, *Equalization Aid, Property Taxes, School Taxes, *State Aid, State Boards of Education, State Legislation
Identifiers-South Carolina, *South Carolina Education Finance Act 1977, *State Aid Formulas

The South Carolina Education Finance Act of 1977 aims toward equalization of public school finance in South Carolina. A major goal is the state provision of 70 percent of school funding. The bill contains three other major provisions: the Defined Minimum Program (DMP), the Index of Taxpaying Ability, and the Weighted Pupil/Base Pupil calculation. To calculate the DMP the state board of education fixes annually the content and cost of the minimum educational program to be provided each student. The Index of Taxpaying Ability clause provides that the State Tax Commission determine annually the proportion of all taxable property located in each district. That percent is used to figure the amount of money each district is expected to raise for education. Thus, districts with a higher property tax base must provide more money for education than poorer districts. The Weighted Pupil/Base Pupil calculation is used to determine the funding each district is to receive according to the program needs of each type of student. The least expensive type of student to educate is assigned the weight of one. The state used the cost of providing necessary programs to calculate other weights, up to 2.57 for visually and hearing handicapped students. These weights are multiplied by the cost of the DMP to determine the amount to be spent on each child's educational program. (Author/JM)

ED 163 628 EA 011 108

Competency-Based Education.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-7p.; Chapter 8 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-*Accountability, Annotated Bibliographies, *Behavioral Objectives, Change Strategies, Curriculum Development, *Graduation Requirements, Inservice Teacher Education, Instructional Innovation, Literature Reviews, Models, *Performance Based Education, Performance Based Teacher Education, Testing
Identifiers-Ideology
This chapter of "The Best of the Best of ERIC," Volume 2, contains 18 summaries of documents and journals on competency-based education, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of the topic, such as ideological characteristics, arguments for and against competency-based education, strategies for implementation, alternative models for competency-based education, and minimal competency testing. (PKP)

ED 163 650 EA 011 138

Bishop, Leslee J.

Procedures and Patterns for Staff Development Programs. Field Test Edition.

Georgia Univ., Athens. Center for Curriculum Improvement and Staff Development.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date-75
Note-139p.; Not available in paper copy due to light print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Faculty Development, Formative Evaluation, *Inservice Education, Leadership Responsibility, Objectives, Program Development, Program Evaluation, *Program Guides, Resource Guides, *Staff Improvement
Identifiers-Georgia

This resource guide suggests ideas for implementing needs assessment, evaluation, monitoring, and planning for staff development programs. It grew out of experiences of 148 Georgia school systems that in 1974 initiated staff development programs. It maintains that leaders of staff development programs ought to be able to conduct a learner needs assessment, select an educational improvement program, identify needed staff competencies, organize and implement the program, provide administrative support, and evaluate the program. The booklet presents a proposal for making the basic plan for the staff development project also serve as the structure for evaluation. A monitoring plan contains such components as conducting a needs assessment, developing statements of goals and objectives, and determining the competencies of personnel. Because there is often a gap between identified learner needs and the consequent instructional program, a process of developing increasingly specific objectives and system components is recommended and explained. A detailed outline and chart include step-by-step procedures for instituting a staff development program. A final chapter and the appendix summarize staff development programs in Georgia in 1974-75. (Author/JM)

ED 163 176 CE 018 039

Hoyt, Kenneth B.

Strategy Considerations for Implementing the K-12 Portion of the Career Education Incentive Act.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-25 Sep 78
Note-16p.; Speech given before the joint NACCE/State Advisory Council for Career Education Meeting (Washington, D.C., September 25, 1978); Not available in hard copy due to faint print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Community Cooperation, Community Involvement, Cooperative Planning, *Educational Strategies, Elementary Secondary Education, Federal Legislation, Federal Programs, Program Administration, *Program Development, Program Improvement, *Program Planning
Identifiers-*Career Education Incentive Act, United States

To implement the K-12 portion of the Career Education Incentive Act, an outline of some general strategies on which operational strategies can be based is needed. There are six strategies which will help us deliver the most effective career education program in the five-year time frame provided by this law. The following points summarize these strategies: (1) begin with a clear understanding of what career education is and how we propose to implement it; (2) make sure that there exists an internal readiness and expertise within professional educators for implementing career education before seeking broader community involvement; (3) use existing community groups as a basis in seeking broader community involvement; (4) establish effective cooperative working relationships within the community; (5) share career education ownership with the broader community as we move toward collaboration; and (6) make sure career education works wherever it is implemented. (These strategies are discussed for each of the five years provided by this law.) (EM)

ED 163 287 CE 018 974

Woodruff, Alan And Others

National Study of Vocational Education Systems and Facilities. Volume II. State Vocational Education System Descriptions.

Institutional Development Associates, Inc., Silver Spring, Md.; Westat Research, Inc., Rockville, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Sep 78
Contract-300-76-0315
Note-305p.; For related documents see CE 018 972-975 ; Prepared in collaboration with Financial Systems Planners, Inc.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Administrative Policy, *Facility Utilization Research, Federal Aid, Financial Support, Money Management, *National Surveys, *Organization, Postsecondary Education, *Program Administration, *Program Descriptions, Secondary Education, *State Agencies, State Government, *Vocational Education

Summary reports on the organization and financing of vocational education in each state and territory are presented in this second of a four-volume report of a national study of vocational education systems and facilities. Information for each state and territory is organized as follows: state governance of vocational education (state agency/agencies with vocational education responsibilities, coordination between agencies, and organizational history); organization of vocational education delivery systems (institutions and services, regionalization and coverage, and administration); financing facilities and equipment for vocational education; and financing vocational education program operating costs. (The information contained in these profiles was compiled on the basis of interviews with state agency personnel and in the review of documentation and revisions secured from state agencies and other sources.) (Also available are the following related volumes: vol. I, Technical Report CE 018 973 , vol. III, Methodology Report CE 018 975 , and the Executive Summary CE 018 972 .) (JH)

ED 163 426 CS 004 535

Smith, Cyrus F., Jr.
Read a Book in an Hour: Variations.
Pub Date-Oct 78
Note-11p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Conference (3rd, Cincinnati, Ohio, October 12-14, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Class Activities, *English Instruction, Language Arts, *Literature Appreciation, Motivation Techniques, *Reading Comprehension, Reading Instruction, Secondary Education, *Sentence Combining, *Teaching Techniques, *Writing Skills
To encourage reluctant readers, teachers can use a technique called "read a book in an hour." Students are assigned individual chapters of a paperback novel to read silently. After they have finished reading, they retell the significant chapter events, state the conflicts, and identify the characters as the teacher records the information on the chalkboard. A sentence combining activity can be used following a "read a book in an hour" session. The teacher writes student contributions in short, simple sentences on the board and then asks students to combine the sentences either working alone or in small groups. Instruction in comprehension also can be enhanced by use of the "read a book in an hour" technique. Organizational patterns used by authors, such as cause and effect, comparison and contrast, time order, and simple listing, can be recognized by students as they analyze a story. Activities which might teach these elements are numerous. "Read a book in an hour," then, can be a valuable technique by itself for encouraging reluctant readers or it can be combined with other exercises to teach several language arts skills. (TJ)

ED 163 540 CS 502 319

Freshley, Dwight L.

Manipulating Public Expectations; Pre- and Postprimary Statements in the '76 Campaign.

Pub Date-Nov 78
Note-14p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Elections, Persuasive Discourse, *Politics, *Prediction, Speech Communication
Identifiers-*Presidential Campaigns, *Primary Elections (1976)

Predicting the outcome of a primary election gives a candidate more exposure to the press, gives him or her a chance to predict modestly and then look better than the prediction, and helps create interest in the election and thereby increase voter turnout. During the 1976 Presidential primaries, most candidates adhered to the classic rule to make modest predictions so that anything more than predicted could be claimed as victory. Thus in some instances more than one candidate was able to claim victory. In the New Hampshire primary, both Jimmy Carter and Morris Udall could claim victory since Carter won the most votes and Udall outpolled all other liberal candidates. Ronald Reagan and Gerald Ford could both claim victory in New Hampshire because Ford received the most votes and Reagan received far more than the 40% he had predicted. Violating the rule can have had results; Henry Jackson, for example, may have hurt his candidacy by predicting a landslide in New York that did not materialize. When predictions fail to become reality, face-saving statements are necessary. Some can extend the damage; some can minimize it. The successful candidates made the most positive use of their instances of overpredicting. (TJ)

ED 163 605 EA 011 083

The Western Australian Surveys of Primary School Achievement, 1955-1970.
Western Australian Education Dept., Perth. Research Branch.
Pub Date- 76
Note-55p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement Rating, *Achievement Tests, *Comparative Analysis, Educational Research, Elementary Education, Foreign Countries, National Norms, *National Surveys, Norm Referenced Tests, Tables (Data), Test Interpretation, *Test Results, Test Validity
Identifiers-*Australia

This report reviews the results of the Australian Surveys of Primary School Achievement given every five years from 1955 to 1970. It compares results of the tests and explains why the survey was discontinued in 1975. Subjects were approximately 1,000 fifth-grade and 1,000 seventh-grade students selected as a representative sample of Australian school children. Comparison of the tests reveals 1960 to be the peak performance year, with the 1970 test results being somewhat higher than 1965 results in some areas. Overall scores for all years are higher for girls, for classes of 40 or more students, for metropolitan rather than country schools, and for single-grade rather than multigrade classes. Research problems that qualify results include curriculum changes over the years, different aims of different tests, and the fact that tests were not administered at the same time during the school year. In 1975 the surveys were discontinued and replaced by another test because the test battery was outmoded, the test failed to discriminate among the majority of students, survey aims were too ambitious, and because researchers favored a criterion-referenced approach over the norm-referenced approach used in the surveys. (JM)

ED 163 719 EC 112 737

Goldstein, Judith E. Verhoven, Peter J.

Assessing Therapeutic Recreation Manpower: Guidelines for Using the Survey Questionnaire.

National Recreation and Park Association, Arlington, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-OEG-0-74-9087
Note-28p.
Available from-National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Guides, Delivery Systems, *Educational Assessment, *Handicapped Children, Higher Education, *Program Evaluation, *Recreational Programs, Surveys

The guide offers a framework for approaching the assessment process of recreation and leisure service delivery to handicapped children and youth by college/university faculty and administrators. Twenty-five questions regarding manpower assessment are answered, including the following: why is manpower assessment important and how is it usually conducted; what types of information should be sought; how is the mailing list completed; how should survey recipients be selected; should the questionnaire be pretested; is it advisable to get cost estimates; should survey forms be coded to facilitate followups; and how should the data be organized and used. Sample questions are included. (BD)

ED 163 253 CE 018 940

Dowler, Lloyd
Common Core Curriculum for Vocational Education. Category A: Introduction to Vocational Education. A-3: Vocational Legislation.
California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-24p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Background, *Core Curriculum, Economic Factors, *Federal Legislation, Foundations of Education, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Political Influences, Social Influences, *Teacher Education Curriculum, *Vocational Education
Identifiers-Smith Hughes Act, Vocational Education Act 1963, Vocational Education Amendments 1968, Vocational Education Amendments 1976
This module on vocational legislation is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) gaining an understanding of the significance of early and present legislation on vocational education; (2) reviewing the national study panels and reports that provided the basis for the major pieces of vocational legislation; and (3) analysis of the economic, political, professional, and social factors of the times that led to the legislation enactment of the Smith Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Amendments of 1968 and 1976. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 380 CG 013 154

Myths and Realities About Crime.
National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-78
Note-109p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00722-8)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Community Problems, *Crime, National Surveys, *Police Community Relationship, *Prisoners, *Public Opinion, *Social Problems, Statistical Analysis
Identifiers-*Victims

Selected findings are presented from the National Prisoner Statistics (NPS) program, a survey of both inmates in state and federal prisons, and the National Crime Survey (NCS), a survey of victims of crime. Certain conventional beliefs or myths about the nature of crime in the United States are challenged by providing the statistical realities. The findings deal with issues of contemporary interest such as criminals' behavior and characteristics, national crime trends, types of crimes, public attitudes toward police performance, and victims' attitudes. Charts and/or graphs accompany each myth and reality to visually complement the statistical information. (Author/HLM)

ED 163 449 CS 004 560

Osborn, Julia Rothstein, Evelyn

Report of the Results of the Screening Test Developed by the Early Decoding Strategies Project.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.; Initial Teaching Alphabet Foundation, New York, N.Y.
Pub Date-75
Note-37p.; For related documents, see CS004559-562
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Beginning Reading, Cognitive Processes, Decoding (Reading), *Kindergarten Children, Language Skills, *Learning Processes, Phoneme Grapheme Correspondence, Primary Education, Reading Processes, *Reading Research, *Reading Tests, Screening Tests, Test Construction, *Test Interpretation

As part of a two-year project that examined the processes by which children initially approach the reading task, a screening test was designed to aid in the selection of the four kindergarten children who were to participate in the project. Consisting of seven parts, the test asked each child to do the following tasks: write his/her name; isolate the initial vowels and consonant sounds of selected words; pick out the grapheme representing the initial phoneme; supply a corresponding phoneme after being shown a grapheme; read words in three contexts; and read four sentences composed from the words in the previous section. Data from the screening test yielded a quantifiable measure of the kindergarten child's information, descriptive information about the child's understanding of the varied pretest tasks, and an informal account of the child's methods of acquiring information. (Tables are appended.) (MAI)

ED 163 471 CS 204 531

Crumley, Wilma Stricklin, Michael

A Communication Model for Teaching a Course in Mass Media and Society.

Pub Date-Aug 78
Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Communication, *Communication (Thought Transfer), *Educational Theories, Higher Education, Journalism Education, *Learning Theories, *Student Teacher Relationship, Teaching Methods
Identifiers-*Communication Theory

Many professors of mass media and society courses have relied on a teaching model implying that students are sponges soaking up information. A more appropriate model invites concern with an active audience, transaction, the interpersonal mass media mix, a general systems approach, and process and change in other words, utilization of current and developing communication theory. This model assumes that the outcome of communication is self-enhancement and that it is based on the individual's orientation, experience, and background. Rather than being an imposer of knowledge, the teacher tries to create an environment responsive to the knowledge the student already has and to help the student discover the inadequacy of that knowledge. It is necessary to discover the orientations of the students, including what they view as concerns and what they are not concerned about. The professor's task is to reorder and restructure, to meet and challenge the patterning that is discovered in the students. (TJ)

ED 163 562 EA 010 998

Senske, Al H.

Lutheran Elementary Schools of the Lutheran Church Missouri Synod. 1976-1977 Statistical Report. Information Bulletin No. 33977.

Lutheran Church, Missouri Synod, St. Louis, Mo.
Pub Date-Mar 77
Note-119p.; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Personnel, Construction Costs, Costs, Elementary Education, Enrollment, Foreign Countries, *Parochial Schools, Personnel Data, Preschool Education, Salaries, School Districts, Secondary Education, Statistical Data, Student Costs, *Tables (Data), Teachers, Tuition
Identifiers-Canada, Lutheran Church Missouri Synod, United States

The 1976-77 Lutheran Church Missouri Synod statistical survey of its elementary schools (through grade eight) reveals an increase in the number of schools, sponsoring congregations, pupils, and teachers, as well as in per pupil costs, construction expenses, and salaries. This information is presented in 45 tables. (Author/PGD)

ED 163 742 EC 112 855

Counterpoint. Booklet No. 4.
George Washington Univ., Washington, D.C. Regional Rehabilitation Research Inst. on Attitudinal, Legal and Leisure Barriers.
Spons Agency-George Washington Univ., Washington, D.C. School of Education.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-Jul 78
Grant-15-P-57882/3-03
Note-18p.; Not available in hard copy due to color of paper in the original; For related information, see EC 112 852 - 856
Available from-George Washington University, Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Washington, D.C. 20036 (1 copy free, 2-10/$0.25, 11 or more/$0.15)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Changing Attitudes, Community Attitudes, *Discriminatory Attitudes (Social), *Handicapped, Physically Handicapped, Social Attitudes, Stereotypes

The fourth in a series on attitudinal barriers facing disabled persons, the booklet examines attitudes of disabled toward nondisabled persons. Among five myths contradicted is that nondisabled people are disgusted by disability. Five scenes portraying disabled person's attitudes are presented. The booklet concludes with suggested actions when meeting a nondisabled person (such as being patient with nondisabled people's limitations) and in general conduct (such as politely refusing help when it isn't needed). (CL)

ED 163 233 CE 018 905

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VI: Dietetic Technician.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-29p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Dietitians, *Health Occupations, Job Analysis, *Job Skills, *Occupational Clusters, *Task Analysis

An analysis of survey responses from a sample of dietetic technicians on competency characteristics for their occupation is presented in this document. (Dietetic technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 332 CG 013 019

Wolleat, Patricia L. And Others
Freedom For Individual Development: Counseling and Guidance.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-G007604968
Note-144p.; For related documents see UD 018 636, CG 013 013, CG 013 018-021
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Academic Achievement, Career Development, *Career Planning, *Counselors, *Educational Change, Elementary Secondary Education, *Group Activities, Program Guides, Pupil Personnel Workers, *Sex Stereotypes, *Social Values, Working Women
This module consists of materials for use in an inservice program for school counselors and other pupil personnel workers and is designed to aid in diminishing sex sterotyping. There are two major parts to this training program. The first is an eight-hour Workshop Component which is divided into four two-hour units. The second component is a resource packet. This packet contains materials which can be used directly by participants on an individual basis. It is organized into four units corresponding to workshop components. The program is divided into four units: (1) focus on self-awareness; (2) educational planning for individual development; (3) women in the work force; and (4) career planning for individual development. Each module unit gives methods, rationale, objectives, activities, and contents of the Resource Packet," as well as instructions for workshop activities and handouts and evaluation forms for the unit. (Author/JLL)

ED 163 356 CG 013 070

Hughes, Benjamin C. Barnard, Linda S.
A Look at Senior Citizens Programs in the United States.
Pub Date-Mar 78
Note-23p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Change Agents, *Community Programs, *Counselor Training, *Gerontology, Research Projects, *Senior Citizens, *Social Problems, Social Responsibility, State of the Art Reviews, *Volunteers
The problems of the aged include: inadequate health care, insufficient income, transportation, substandard housing, crime victimization, poor nutrition, loss of home, sense of being valueless, forced retirement and apathy from the police. Survey objectives were: determination of the extent to which cities were serving senior populations and how they were easing the problems as well as identifying local civic groups in providing help to the aged. Additionally, the survey identified other pervasive problems for the service providers: lack of central direction and guidance, no central location from which to disseminate information, and complex funding problems. Recommendations included city-wide organizational planning changes in counselor training to include programs for practicing gerontology counselors. A program involving church facilities on a rotating day of the week basis was suggested. Training of seniors themselves as first-line listeners was included as a part of the program. (BN)

ED 163 403 CS 004 499

Noonan, Roberta L.

A Community College Self-Instructional Unit in Early Reading for Preschoolers: Curriculum Development.

Pub Date-23 Jan 78
Note-38p.; D.Ed. Practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Autoinstructional Aids, *Beginning Reading, Community Colleges, Curriculum Development, *Early Reading, Higher Education, Learning Activities, *Preschool Children, Preschool Education, Reading Instruction, *Reading Readiness, Systems Approach, *Units of Study

A self-instructional unit in early reading designed for community college child care students is presented in this paper along with information about the development of the unit. Introductory chapters discuss the controversy about teaching young children to read, the systems approach used in developing the unit, and the steps followed in preparing the unit and administering it to two students. The unit itself, presented in its entirety, includes the rationale for such a unit, unit objectives, a pretest, and a posttest. Discussions and suggestions for related learning activities are then presented for the following topics: advantages and disadvantages claimed for early reading; readiness for reading; the factors of the child's mental age, visual maturity, language development, prior experiences, degree of motivation, social development, visual discrimination, and auditory discrimination; the question of whether preschool children should be taught to read; and methods for teaching young children to read. Pretest and posttest scoring keys and a unit evaluation form are also included. The paper concludes with recommendations for implementing the unit and a bibliography of relevant readings. (GW)

ED 163 494 CS 204 566

Darrell, Bob

The Role of Writing in the World of Work: Second Year Report on a First-Year English Enrichment Program.

Pub Date-78
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), Course Descriptions, English Instruction, English Programs, Experimental Programs, Higher Education, *Occupational Information, Questionnaires, Student Attitudes, *Student Motivation, Workshops, *Writing Skills

An experimental workshop conducted weekly within a successful freshman English enrichment program enabled students to meet distinguished business, professional, and governmental leaders. The object of the workshop, termed "The Role of Writing in the World of Work," was to help the students discern the practical consequences of being able to write effectively. The guest speakers spoke briefly, emphasizing the specific skills necessary for entry into their fields and the role of good writing within those fields. They also commented on particular writing problems seen in their work. They then engaged in discussion sessions with the students. The workshop was evaluated through student questionnaires, guest interviews, and staff meetings, and results showed that all were enthusiastic about the project. (FL)

ED 163 629 EA 011 109

Dealing with the Drug Problem.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 9 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies, Community Involvement, Counseling, Drug Abuse, Drug Addiction, *Drug Education, Elementary Secondary Education, Health Education, Program Evaluation
Identifiers-Crisis Intervention, Values Clarification

This chapter of "The Best of the Best of ERIC," Volume 2, contains 15 summaries of documents and journals on dealing with the drug problem in schools, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of the topic, such as descriptions of established drug education programs, recommended components of effective drug education programs, alternative drug education techniques, a regional approach to health and drug education, community involvement in drug education, and crises intervention and values clarification approach to drug education. (PKP)

ED 163 673 EC 112 432

Curricula for the Severely/Profoundly Handicapped and Multiply Handicapped.

Texas Education Agency, Austin.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Note-133p.; Best copy available
Available from-Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 ($1.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Annotated Bibliographies, *Basic Skills, *Curriculum, *Multiply Handicapped, Resource Guides, *Severely Handicapped

The book is an annotated directory of 84 curriculum materials available for use with severely/profoundly handicapped and multiply handicapped students. Each annotation provides the title, author or developer, publisher and address, format, developmental level, content areas, goal, description, and price, along with any necessary or suggested additional materials and/or assessments. A grid which offers a quick reference to key components of each material is also provided, along with an index of titles by skill area. (DLS)

ED 163 694 EC 112 623

Fearn, Leif

Longitudinal Efficacy Study.

San Diego Unified School District, Calif. Administrative Research Dept.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-Jun 78
Grant-77-40-G
Note-124p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academically Gifted, *Data Analysis, *Definitions, Elementary Secondary Education, *Gifted, Interviews, Parents, Research Methodology, Student Characteristics, Students, Talented Students, Teachers, *Thesauri

In order to collect a thesaurus of gifted descriptors and to develop variables and item clusters appropriate for use in impact research, 847 people (404 elementary and 242 secondary school students identified as gifted, 91 elementary and 62 secondary teachers of the gifted, and 73 parents of gifted children) were interviewed. The three major findings when the descriptors were analyzed by group were (1) gifted learners tend to define giftedness academically, (2) gifted learners tend not to agree with adults relative to descriptors of giftedness, and (3) individuals associated with gifted education appear to find it difficult to perceive the field within efficacy measurement terms. (Author/PHR)

ED 163 160 CE 017 246

Tiller, Richard Shackett, Joyce
Missouri Occupational Training Information System. Employment and Job Openings Projections: 1974-1980.
Missouri Univ., Columbia. Human Resources Research Program.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date- 74
Note-222p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Demand Occupations, Employment Opportunities, Employment Patterns, *Employment Projections, *Employment Statistics, Employment Trends, *Industry, Manpower Needs, Methods, Needs Assessment, *Occupational Surveys, Program Planning, *Tables (Data), *Vocational Education
Identifiers-*Missouri
This report of employment and job projections in Missouri for 1974 through 1980 is divided into two parts. The first part describes in detail the methods and data sources which have been used to generate employment and job opening projections. The concepts of projections versus forecasts and employment projections versus demand projections are explained. Also examined are a number of specific assumptions related to the general assumption that supply and demand for particular occupational groups will continue to grow as they have in the past. Projections are presented in two formats: industry employment projections and occupational employment/job openings projections. Finally, projection methods are given, including the model this project adopted for its use, and three future projection activities are summarized: improving the data base, developing more flexible models, and evaluating the accuracy of projections. The second part of the report (which comprises the bulk of the document) is comprised of projected openings of jobs and employment (identified by U.S. Office of Education program code) for St. Louis and Kansas City Standard Metropolitan Statistical Areas and for eleven groupings of counties covering the reminder of the state. The projections are divided into two sets of tables: (1) projected wage and salary employment by industry, and (2) projected employment and job openings by instructional program and census occupation. (CT)

ED 163 195 CE 018 453

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program (K-College Level). Final Report.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-320-75-00031(502)
Note-207p.; For a related document see CE 018 454
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Articulation (Program), Career Awareness, *Career Education, Community Resources, *Curriculum Development, Decision Making Skills, Elementary Secondary Education, *Faculty Development, Fused Curriculum, Guidance Services, Information Dissemination, Inservice Teacher Education, Occupational Guidance, Program Development, Program Effectiveness, *Program Evaluation, *Resource Centers, Values
Identifiers-New York (New York)

The Systemwide Career Education Cluster-Based Articulated Model Program (SCECAMP) was designed to build and expand upon the successful career education projects and innovative programs pre-existing in the New York City school system. The project encouraged participating schools to articulate fully toward the end of providing students with sequential learning experiences and options which would in turn lead to increased student information, decision-making skills, and understanding of personal values. Six overall goals directed the project and included the following elements: (1) staff development, (2) curriculum development, (3) counseling and support services, (4) community resources, (5) dissemination activities, and (6) evaluation. As a result, more than 1,000 school personnel participated in career education staff development programs, and career resource centers were established in model high schools, junior highs, and elementary schools. In addition, several significant products were developed, including career infused lessons in all subject areas (K-12); a career-infused sample curriculum (K-6); a seventh-grade math curriculum dealing with careers which involve use of percentage; a career activities manual (7-12); a student career guidance manual for secondary grades; a career education course of study (7-9); a variety of audio-visual presentations; a handbook of postsecondary educational opportunities in the New York City metropolitan area; and a twenty-hour staff development program. Approximately 30,000 students were exposed to career education as a result of this project. (A replication manual, CE 018 454, accompanies this report.) (BM)

ED 163 213 CE 018 636

Wilson, John H.
Career Education. What Research Says to the Teacher.
National Education Association, Washington, D.C.
Pub Date-77
Note-34p.
Available from-National Education Association, Washington, D.C. (Stock No. 1043-4-00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, *Basic Skills, *Career Education, Definitions, *Educational Accountability, Educational Change, *Educational Development, Educational Improvement, Educational Objectives, Evaluation Methods, Evaluation Needs, Expectation, State of the Art Reviews, Teachers, *Test Results
Focusing on implications for teachers, this document reviews significant research and the current status of career education. The information is divided into eight sections. An introductory section discusses the criticisms of the education system which formed the basis for the career education movement. The next five sections contain brief summaries of the following concerns: definitions of career education; goals and expectations of career education; major criticisms of the movement; problems in evaluating career education; and major research findings. (The research findings in this report emphasize an evaluation of the effectiveness of the career education curriculum in bringing about achievement within the basic academic skills domain.) In the last two sections the author summarizes his review by offering conclusions and implications for the future development of career education. (BM)

ED 163 308 CG 012 981

Approaches to Population Awareness, Family Life and Sex Education for Young People. Selected Resource Materials.

Pub Date-Mar 78
Note-51p.
Available from-International Planned Parenthood Federation, 18/20 Lower Regent St., London, SW1Y 4PW, UK, (Free).
Document Not Available from EDRS.
Descriptors-*Adolescents, Contraception, Ethical Instruction, *Family Life Education, *Family Planning, *Parenthood Education, *Population Education, Resource Guides, Resource Materials, *Sex Education, Youth

These selected resource materials have been compiled to illustrate the type and range of materials available for population awareness, family life, and sex education for young people. The items selected are not necessarily the most up-to-date or comprehensive, but have been chosen to indicate a variety of approaches. They are intended to be used primarily to provide ideas and guidelines rather than direct program aids. Supporting background details and contact addresses are included for all items. Categorizations designed for user convenience include the following: (1) out-of-school educational approaches; (2) participation by youth; (3) education for population awareness; and (4) family life education. (KA)

ED 163 427 CS 004 536

Aliotti, Nicholas C.

Sex Differences in Reading: A Biological Explanation.

Pub Date-Apr 78
Note-32p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Biological Influences, Elementary Education, *Genetics, Heredity, Individual Development, *Language Development, Language Handicaps, Literature Reviews, Performance Factors, *Reading Ability, Reading Difficulty, *Reading Research, *Sex Differences, Theories

Although sex differences in reading and related language functions have frequently been reported for both average and retarded readers, the explanations thus far proposed (maturation rate, sex-role development, textbook content, "female bias," and psycho-social factors) do not satisfactorily account for these differences. One hypothesis that might explain why girls excel boys on a variety of reading tasks is that a sex-linked inherited trait, which could be labeled "ability to acquire and process language fluently," exists. Such a trait would be formed by a complex combination of genes, since language functions depend on a complex set of sensorimotor and cognitive characteristics. A physical analogy to the trait would be height, which is polygenic and distributed differently between sexes. If this biological explanation were to hold true, it would redirect language research and instruction toward genetic considerations, promote the use of genetic counseling for early remedial intervention, and provide valuable clues toward understanding the nature of dyslexia and related language disorders. (RL)

ED 163 517 CS 204 594

Hale, F. Dennis

A Comparison of News and Editorial Coverage of Speech and Press Decisions of the Supreme Court.

Pub Date-Aug 78
Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Content Analysis, Editorials, *Freedom of Speech, Media Research, *Newspapers, *News Reporting, *Press Opinion, Supreme Court Litigation

To determine whether newspapers are equally responsive to threats to freedom of speech and to freedom of the press, the news and editorial coverage by ten daily newspapers of 40 United States Supreme Court decisions concerning free expression was analyzed. The 20 free-press and 20 free-speech cases were randomly selected from over 70 free-expression decisions filed by the Court from 1966 to 1975. The speech cases concerned the right of individuals to communicate directly with other individuals through speech, signs, symbols, or leaflets. The press cases dealt with the right to communicate indirectly using a form of mass communication. Newspaper stories were examined for three days and editorials for ten days after the decisions had been filed. The ten newspapers combined gave significantly greater coverage to the press decisions, reporting them 85% of the time as opposed to 60% of the time for speech cases. Press decisions were mentioned in headlines 65% of the time, compared to 25% for speech cases. The newspapers editorialized on press decisions 24% of the time to 8% for speech decisions, and tended to favor free expression significantly more often in editorials about the press than in those about speech. (FL)

ED 163 541 CS 502 323

Francesconi, Robert
Black Rhetoric of the Sixties: The Problem of Identity.
Pub Date-Jun 78
Note-27p.; Paper presented at the Biennial International Colloquium on Verbal Communication (Berndorf, Austria, June 11-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Black Attitudes, *Black Community, Black History, *Black Leadership, Black Power, Communication (Thought Transfer), Community Action, Community Leaders, *Identification (Psychological), *Persuasive Discourse, *Race Relations, Rhetoric, *Speech Communication
Black leaders of the 1960s used various methods in attempting to construct an identity for the black community. Communication is the attempt to transform subjective experience into intersubjective reality in which all members of a community participate. In constructing group identity, community spokesmen attempt to define the nature of the community and to propose action that overcomes barriers to the attainment of the community's fully defined identity. Although all the black spokesmen of the 1960s employed these rhetorical resources of definition and action, they approached the problem of black participation in United States society from two main perspectives: integrationist and separatist. An analysis of their rhetoric leads to four general conclusions: (1) the function of rhetoric in identity construction is often antagonistic to its function in promoting cooperative action; (2) separatist rhetoric built identity through fantasies of group potency and triumph; (3) integrationist rhetoric built identity upon the myth of equal participation in society for all but yielded to more militant postures; and (4) the black movement was forced into such radical definitions of community as identification with emerging Third World nations. (Author/GW)

ED 163 563 EA 010 999

Renihan, P. J. Renihan, F. I.
Investigating Control: A Framework and Some Research Findings.
Pub Date-21 Jun 78
Note-29p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Figures I and II may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Board of Education Policy, *Board of Education Role, *Decision Making, Educational Research, Elementary Secondary Education, Foreign Countries, Models, *Policy Formation
Identifiers-British Columbia, Control
The control exerted by boards of education may be described by measuring what is controlled, what types of control are used, and at what level control is exerted. A model designed to measure these factors was tested in a random sample of 21 British Columbia school boards. The major findings revealed that school board decisions tended to concentrate in the operational areas of staff personnel, finance, and business management, while curriculum and instruction received the least attention. The majority of decisions made were at a routine or maintenance level rather than at either a policy-making or short-term level. An investigation of relationships between contextual variables and control revealed the tendency of boards making greater numbers of decisions to concentrate more on trivial matters than on policy matters. Greater local fiscal effort seemed related to greater involvement of boards in school-community relations decisions. Greater local fiscal effort and greater district size together seemed accompanied by greater board emphasis on curriculum and instruction. The report concludes with recommendations to school boards for effective use of time and effort, as well as recommendations for further research. (Author/PGD)

ED 163 584 EA 011 058

Current Materials on Barrier-Free Design. Revised.
National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.
Pub Date-Jul 78
Note-9p.; Not available in paper copy due to small print size of original document
Available from-National Easter Seal Society, 2023 West Ogden Avenue, Chicago, Illinois 60612 (single copy free, $0.50 for handling and postage)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Architectural Barriers, Elementary Secondary Education, *Guides, Handicapped Students, Higher Education, Legislation, *Physically Handicapped, Standards
An eight-page annotated bibliography contains material available from the National Easter Seal Society and current material available from other sources. The annotations are grouped under design, guides, planning resources, standards/legislation, and general. Ordering information is provided. (MLF)

ED 163 651 EA 011 139

Sterns, Harvey N.
Team Teaching: An Organizational Redefinition.
Pub Date-1 Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Definitions, Educational History, Elementary Secondary Education, *Group Structure, School Organization, Team Administration, *Team Teaching

Although many definitions of team teaching have been proposed since its inception in 1957, none so far seems adequate in describing its complex organizational makeup. Although each team teaching plan may have unique characteristics, certain organizational elements typical of team teaching plans can be identified. A team must have a minimum of two members and a maximum of eight or nine. Team members may have the joint responsibility for student learning experiences. Student groups may be composed of 25 to 200 students. Student grouping plans may specify large-group instruction, small-group discussion, or independent activities. Students may be grouped on the basis of achievement, potential, interest, or social considerations. Small teaching teams may be structured informally on an egalitarian or collegial basis, while larger teams may be more formally structured. Teams may be composed of members with complementary talents, interests, or competencies. Teaching teams may be either interdisciplinary or unidisciplinary. Members of the team may have different levels of responsibility such as those of master teacher, intern teacher, or teacher aide. Teacher education center teams may be composed of higher educational personnel, public school personnel, interns, or student teachers. Teacher education classroom teams may be composed of student teachers or interns and classroom teachers. (Author/JM)

ED 163 720 EC 112 738

Burgess, Robert L.

PROJECT INTERACT: A Study of Patterns of Interaction in Abusive, Neglectful and Control Families. Final Report.

Pennsylvania State Univ., University Park. Coll. of Human Development.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date-31 Aug 78
Grant-90-C-445
Note-242p.; For related information, see EC 101 240
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Case Studies, *Child Abuse, Conceptual Schemes, Exceptional Child Research, *Family Characteristics, Family Environment, Family Life, *Family Problems, *Family Relationship, *Interaction, Intervention, Models, *Neglected Children, One Parent Family, Parent Child Relationship, Reports, Violence
Identifiers-Project Interact

The project report (Project Interact) describes the outcome of 3 years of research on the nature, causes, and consequences of child abuse and neglect. The family as a locus of violence and the frequency of family violence (including homicide, police calls, physical punishment, and child abuse) are considered. Three models are presented to help explain child abuse (the psychiatric model, the sociological model, and the sociological interactional model). The major portion of the report deals with the findings of the project and include the following information: family interaction in two-parent abusive, neglectful, and normal families; a comparison of family interaction in single versus two-parent abusive, neglectful, and control families; patterns of reciprocity between parents and children (including comparisons between abuse and control families and gender comparisons); family interaction and family size (including positive and negative verbal and physical interaction); and life change and perceptions of illness. Included is a case study of a single parent abuse family and presented is a model for intervention for this family. It is reported that the overall level of interaction was lower for abuse and neglect families than for control families; there was a tendency to accent the negative in abuse and neglect families. (BD)

ED 163 177 CE 018 077

Cross, K. Patricia
The Missing Link: Connecting Adult Learners to Learning Resources.
College Entrance Examination Board, New York, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-78
Note-87p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Access to Education, Adult Education, *Adult Learning, Educational Assessment, *Educational Needs, Educational Opportunities, *Educational Resources, Information Dissemination, Information Needs, *Information Services, *Learning Activities, Needs Assessment, Program Development, Self Determination, Special Services

This paper examines services that link the adult learner's interests to the learning resources of the society. Two sets of research studies are used as a background for analyzing needs and services. The first set of studies consists of thirty state and national surveys or needs assessments of learners,'' would-be,'' or potential learners.'' The second set of studies consists of investigations into the self-directed learning activities of adults. The author attempts to integrate the findings of both sets of research. A third resource which is examined consists of more than forty sets of recommendations for program implementation. In supplying the missing link between learner interest and learning resources the author focuses on three general areas: (1) facilitating access to appropriate learning resources, a process that includes access for underserved groups and advocacy for the special needs of adult learners; (2) providing information to adult learners about available learning resources and about themselves and their strengths and weaknesses, and (3) providing counseling and referral services designed to assist learners in planning, and matching learner needs to appropriate learning resources. Appendixes contain a bibliography of recommendations for lifelong learning and a classification of recommendations by topic addressed. (CSS)

ED 163 271 CE 018 958

Martin, Joan

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-7: Staff Development.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-34p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Personal Growth, *Staff Improvement, *Teacher Education Curriculum, *Vocational Education

This module on staff development is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) nature and scope of staff development; (2) training needs assessment; (3) personal growth objectives; (4) orienting the new employee; and (5) staff development issues. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 288 CE 018 975

Woodruff, Alan And Others
National Study of Vocational Education Systems and Facilities. Volume III. Methodology Report.
Institutional Development Associates, Inc., Silver Spring, Md.; Westat Research, Inc., Rockville, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Oct 78
Contract-300-76-0315
Note-129p.; Not available in hard copy due to print size; For related documents see CE 018 972-974 ; Prepared in collaboration with Financial Systems Planners, Inc.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Policy, *Facility Utilization Research, Federal Legislation, Financial Support, Interviews, *National Surveys, *Organization, Postsecondary Education, *Program Administration, Program Evaluation, *Research Methodology, Secondary Education, *State Agencies, State Government, *Vocational Education

The methodology procedures for a national study of vocational education systems and facilities are presented in this third of a four-volume report. Chapter I describes the development of study requirements (analysis of requirements and study development activities) and the development of study implementation (local education agency survey instrument, state agency interview guide, and pretest and instrumentation revision). Chater II presents the definition of the study universe and the development of a universe directory. Chapter III describes the methodology employed in surveying local education agencies (field advocacy and support, survey procedures, phase I, phase II, response rates, receipt control and data preparation, and manual coding and editing) and interviewing state agencies. Included in the appendixes is a copy of the local vocational education agency mail survey instrument, the local vocational education agency telephone survey instrument, and the state agency interview guide. (Also available are the following related volumes: vol. I, Technical Report CE 018 973 , vol. II, State Vocational Education System Descriptions CE 018 974 , and the Executive Summary CE 018 972 .) (JH)

ED 163 333 CG 013 020

Gassman, Roberta Merzon, Fredda

Freedom for Individual Development: Vocational Education.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-G007604968
Note-82p.; For related documents see UD018636, CG013013, CG013018, CG013019, CG013021
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Educational Change, Elementary Secondary Education, *Group Activities, Inservice Programs, Learning Modules, *Occupational Aspiration, Program Guides, School Personnel, *Sex Stereotypes, *Vocational Education, *Work Attitudes

This inservice module would benefit all teachers in grades K-12, as well as administrators, paraprofessional support staff, counselors, social workers, and other helping professionals within the school system. It is intended to aid in diminishing sex role sterotyping. The module contains four separate training units, with instructions for running workshop activities. Handouts to be reproduced for participants are included in each unit. Also included is a pre-and post-training opinion survey to evaluate the possible impact of this inservice training on participants. The program is divided into four units: (1) introduction; (2) sex role sterotyping and the world of work; (3) the world of work and vocational education; and (4) what to do. The time required for all four units is seven hours. Each unit gives methods, rationale, objectives, list of materials, and time limit required, as well as instructions for workshop activities, all handouts utilized, and evaluation forms. The module is designed to be used in its entirety. (Author/JLL)

ED 163 381 CG 013 155

Andert, Jeffery N. And Others

You've Gotta Keep the Customer Satisfied'': Assessing Client Satisfaction.

Spons Agency-Battle Creek Child Guidance and Adult Clinic, Mich.
Pub Date-Aug 78
Note-31p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Health Services, *Counseling Effectiveness, Family (Sociological Unit), *Family Attitudes, *Family Counseling, *Helping Relationship, Interaction Process Analysis, *Mental Health Clinics, *Participant Satisfaction, Perception, Program Evaluation, Referral, Research Projects
Identifiers-*Client Satisfaction

To better understand factors contributing to an identified early attrition rate for families referred to a child guidance clinic, a procedure was developed for assessing their satisfaction with clinic services. Brief Client Satisfaction Questionnaires (N 3) were developed to assess clients' attitudes and reactions to an initial screening and diagnostic appraisal sequence of interviews which identified the greatest attrition. These questionnaires were issued to a sample of 238 families during a nine-month period, and return rates of 80% were achieved. Three classes of variables were examined for possible association with premature termination from services: (a) client satisfaction measured by questionnaire responses; (b) demographic client characteristics; and (c) clinician characteristics. Premature terminators and clients who followed through with clinic services were indistinguishable on the basis of client satisfaction and demographic variables. Contrary to expectations, clients who terminated prematurely did not have greater levels of dissatisfaction with clinic services and procedures. (Author)

ED 163 404 CS 004 503

Lynch, Michael

A Remedial Programme Based on a Diagnostic Test for Irish Pupils.

Pub Date-Oct 77
Note-11p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Diagnostic Teaching, *Diagnostic Tests, Elementary Secondary Education, Item Analysis, *Profile Evaluation, *Reading Diagnosis, *Remedial Reading Programs, Testing Problems, *Test Validity

The way in which diagnostic reading test scores were used in planning a remedial program is examined in this report. Among the topics discussed are the administration of a diagnostic test in 13 Irish schools; the organization of a remedial program for students identified as having severe reading problems; weaknesses of diagnostic tests currently in use; the concept of profiling and cautions to be considered in developing profiles; and the use of Rasch-Wright procedures, which were used in extensive analysis and calibration of the items on the diagnostic test. To show the types of analyses made and the types of information incorporated into the remedial program, an individual student's scores on the diagnostic test are reported for such categories as knowledge of homophones and prefixes. It is noted that students involvement in focusing on individual items provided a sense of purpose and contributed to the success of the remedial program. (GW)

ED 163 450 CS 004 561

Goldberg, Miriam L. And Others

Early Decoding and Encoding Strategies Project. Phase II, October 1976-April 1977. Preliminary Report.

Pub Date-77

Note-25p.; Report prepared at Teachers College/Columbia University; For related documents, see CS004559-562 ; Appendix may be marginally legible due to print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Beginning Reading, Cognitive Processes, *Decoding (Reading), Initial Teaching Alphabet, Kindergarten Children, *Learning Processes, Orthographic Symbols, Primary Education, Reading Instruction, *Reading Processes, *Reading Research, *Research Methodology

As part of a two-year project that examined the processes by which children initially approach the reading task, the second phase of a preliminary study was devised that modified the pretest, the instructional modes and format, the sequence and amount of information presented in the instructional sessions, and the procedures for testing and recording study results. The pretest was expanded to provide information on the child's reading-related abilities and his/her understanding of the nature, purpose, and meaning of the reading task. The modifications in the instructional process combined the instruction, observation, and probing questions of the first phase with a systematic approach to the study of the children's ability to generalize new material and a series of experimental tasks that tested the hypotheses relating to the individual child's reading responses. (MAI)

ED 163 472 CS 204 535

Zimmerman, Donald

Archiving Television: The State of the Art.

Pub Date-Aug 78
Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Archives, *Changing Attitudes, Film Libraries, *History, *Kinescope Recordings, *Political Attitudes, Primary Sources, Programing (Broadcast), *Television, Television Research
Identifiers-*DuMont Television Network

Television archiving is a new field involving the tasks of sorting, preserving, and filing in order to make records available to future historians. Only 5% of all television programing since 1948 exists today on tape or kinescope. Prior to 1968, [illegible] even the networks kept a comprehensive file of news shows. Although the DuMont Television Network no longer exists, many of the kinescopes from that network have been saved. Those kinescopes are now available for use by historians to examine the themes of programs and specific references in them that offer insight into the concerns, interests, attitudes, and fears of the people of the late 1940s and early 1950s. A few political programs as well as several adventure and comedy shows are part of the collection. (Portions transcribed from several programs and a television commercial are included.) (TJ)

ED 163 606 EA 011 084

Hill, Peter
Non-contact Time for Primary School Teachers.
Western Australian Education Dept., Perth. Research Branch.
Pub Date-Jul 77
Note-31p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Education, *Elementary School Teachers, Foreign Countries, Labor Demands, *Noninstructional Responsibility, Student Teacher Ratio, *Student Teacher Relationship, Tables (Data), Teaching Conditions, *Teaching Load
Identifiers-*Australia (Western Australia), Noncontact Time
The State School Teachers' Union of Western Australia has requested that primary teachers be free from teaching one-fifth time for other professional duties. Several arguments in favor of this proposal for more "noncontact time" have been advanced. The argument that primary teachers should have noncontact time equivalent to that of teachers at other levels ignores differences in the nature of the job at each level. When Western Australian teachers are compared with primary teachers in other parts of Australia, they do not appear undersupplied with noncontact time. Although teachers must complete many activities besides those requiring student contact, it is uncertain whether these activities should occupy time made available by lengthening the school day or by improving teacher-pupil ratios. Although increasing noncontact time may improve teacher morale, there is no evidence that this would produce improvements in student achievement. Although the principle of noncontact time has been accepted by the state department of education, it is uncertain how much time is appropriate. In the absence of valid research data, decisions must be made using reasonable judgment and contemporary standards and practices. (Author/JM)

ED 163 630 EA 011 110

Declining Enrollments.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-5p.; Chapter 10 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies, Conflict Resolution, *Declining Enrollment, Educational Planning, Elementary Secondary Education, *Enrollment Projections, Literature Reviews, Prediction, Reduction in Force, *School Closing, School Demography, School Organization, Student Teacher Ratio
Identifiers-*Surplus Space

This chapter of "The Best of the Best of ERIC," Volume 2, contains 15 summaries of documents and journal articles on declining enrollments, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as optional use of surplus school space, the dos and don'ts of closing a school, an analysis of the characteristics and reliability of various enrollment forecasting techniques, and the management implications of declining enrollments. (PKP)

ED 163 695 EC 112 665

Bachtel, Dolores H. Smallwood, Wayne N.

Design and Implementation of a Field Service Program for the Moderately Mentally Handicapped.

Nova Univ., Fort Lauderdale, Fla.
Pub Date-Jun 78
Note-132p.; Practicum report submitted in partial fulfillment of the requirement for the degree of Doctor of Education, Nova University
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Educational Assessment, *Mentally Handicapped, *Program Development, *Psychomotor Skills, Secondary Education, *Skill Development, *Social Development, Students, Trainable Mentally Handicapped

A group of 20 middle school students worked to improve the bowling, skating, and swimming skills of 50 moderately mentally handicapped children, while also providing the handicapped children with increased individual interaction, and increased social self-management skills. Assessment instruments were designed to measure the objectives. The teacher assistants worked with the handicapped children one-half day per week from March-June, and each morning for three hours for the month of July. All objectives were met, and both teachers and teacher assistants felt the program deserved expansion and institutionalization. (Appendixes include, in part, the parents' survey, the skills checklist, a literature review, and a handbook.) (PHR)

ED 163 743 EC 112 856

Dignity. Booklet No. 5.
George Washington Univ., Washignton, D.C. Regional Rehabilitation Research Inst. on Attitudinal, Legal and Leisure Barriers.
Spons Agency-George Washington Univ., Washington, D.C. School of Education.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-78
Grant-15-P-57882/3-04
Note-22p.; Not available in hard copy due to color of paper in the original; For related information, see EC 112 852 - 856
Available from-George Washington University, Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Washington, D.C. 20036 (1 copy free, 2-10/$0.25, 11 or more/$0.15)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Changing Attitudes, Community Attitudes, *Discriminatory Attitudes (Social), *Mentally Handicapped, *Social Attitudes, Stereotypes

The last of a series of booklets on attitudinal barriers examines attitudes toward people with mental retardation. Five myths (including that mentally retarded people have abnormally strong sex drives which they can't control) are discussed, and five scenes portraying negative attitudes are presented. Seven suggested actions when meeting a person with mental retardation are provided along with general advocacy considerations. (CL)

ED 163 234 CE 018 906

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VII: Licensed Practical Nurse.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-57p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Practical Nurses, *Task Analysis

An analysis of survey responses from a sample of licensed practical nurses on competency characteristics for their occupation is presented in this document. (Licensed practical nurse is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 357 CG 013 071

Mahoney, Sandra D.

The Effects of Physical Appearance and Behavior Upon Ratings of Social Attractiveness.

Pub Date-7 Apr 78
Note-16p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Denver, Colorado, April 5-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Affective Behavior, Behavior, Behavior Rating Scales, Cultural Traits, Individual Characteristics, *Interpersonal Attraction, *Interpersonal Relationship, *Physical Characteristics, Research Projects, Sex Differences, *Social Behavior, *Social Relations, Video Tape Recordings

A videotaped interaction between a stimulus person (SP) and an interviewer was viewed by 80 male and 80 female college students. The SP's physical appearance and behavior were varied in a 2 X 2 X 2 factorial design with student gender as the third independent variable. The effects of these three variables upon general attractiveness ratings and interpersonal attraction ratings were determined. Results indicated that both physical appearance (beautiful versus ugly) and behavior (pleasant as compared to unpleasant) had significant effects upon ratings of attractiveness. Both physical appearance and behavior also had a significant effect upon interpersonal attraction ratings. An interaction between physical appearance and behavior showed that unpleasant behavior was a sufficient condition for dislike regardless of appearance. Only when the SP was pleasantly behaved did her physical appearance affect ratings of interpersonal attraction. (Author)

ED 163 495

CS 204 567

Wilcox, Dennis L.

Hiring Criteria of Public Relations Employers.

Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Planning, *Employer Attitudes, Employment Interviews, Employment Potential, *Employment Practices, *Employment Qualifications, Higher Education, Job Applicants, Job Application, Job Skills, *Public Relations, Questionnaires, Surveys

A poll of 90 top-level public relations executives in the San Francisco Bay area generated 65 usable responses to a questionnaire about their hiring practices and about the skills, educational background, and practical experiences that they seek in job applicants. The data from the questionnaire show that the ideal applicant for a public relations job will have a bachelor's degree; courses in news writing, public relations, business, and the social sciences; an ability to write and speak well; and some previous work experience in the field. Applicant attributes that the executives consider most important are attitude, writing skills, growth potential, personality, ambition, and poise. The stress that employers place on the grapevine method of circulating job leads and contacts indicates that aspiring public relations job seekers should develop professional contacts and participate in professional organizations while still in college. (RL)

ED 163 674 EC 112 444

Dembo, Myron H. And Others
Teacher-Student Interaction in Special Education Classrooms.
Pub Date-77
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978, Session 33.06); Print in tables may be difficult to read due to size and quality of the original print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Communication, *Educable Mentally Handicapped, *Emotionally Disturbed, Expectation, *Learning Disabilities, Mentally Handicapped, Questioning Techniques, Student Characteristics, *Teacher Behavior

Teacher behavior and expectations and teacher-student communication patterns were investigated among urban and suburban teachers of educable mentally retarded and educationally handicapped (emotionally maladjusted and learning disabled) students. Classroom observers recorded teacher-student interaction using a version of the Brophy-Good observation system. The results indicated that both groups of teachers tend to maximize success by aiming low-level questions to specific students, use reinforcement and positive feedback, do not differ in their questioning behavior, and do not appear to exhibit differential communication to students with varying characteristics. (Author/DLS)

ED 163 214 CE 018 713

Toner, Nea Carroll Toner, Walter B., Jr.
Citizen Participation: Building a Constituency for Public Policy.
Toner & Associates, Inc., Seattle, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C. Citizen Education Staff.
Report No.-DHEW-OE-78-07001
Pub Date-78
Note-47p.; For related documents see CE 018 714-717
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Citizen Participation, *Community Education, Community Role, Decision Making, Guidelines, Objectives, *Policy Formation, *Problem Solving, Program Design, *Program Planning, Public Policy
This paper, the first in a series of five on the current state of citizen education, focuses on citizen participation in decision making. After a brief introduction to citizen participation, the authors discuss the involvement of citizens in decision making viewed as a problem-solving process. The five problem-solving steps covered are: define the problem or need, gather information about the problem, analyze the information and develop alternative solutions, evaluate the alternatives, and select a final action or policy. Five guidelines for planning a citizen participation program are then discussed. The final part of this paper consists of seven tables that present the most commonly used methods for citizen participation programs and suggest the most appropriate methods to accomplish each of six program objectives. (EM)

ED 163 254 CE 018 941

Schramm, Duayne

Common Core Curriculum for Vocational Education. Category A: Introduction to Vocational Education. A-4: Assessing the Job Market and Employment Trends.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-26p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Employment Opportunities, *Employment Projections, Employment Services, Employment Statistics, Higher Education, Job Search Methods, Job Skills, *Labor Market, Labor Supply, Learning Activities, Learning Modules, Manpower Needs, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education

This module on assessing the job market and employment trends is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) determining the job market; (2) identification of the need for selected occupations; (3) listing of job requirements of selected occupations; (4) determining the supply and demand of selected occupations; and (5) using a private or public agency to verify job market needs and trends. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 309 CG 012 993

Miller, Frederick D. And Others
Sex Roles, Feminism, and Achievement Conflicts.
Pub Date-30 Mar 78
Note-23p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement, *Androgyny, Behavior Rating Scales, *Feminism, *Motivation, *Personality, Research Projects, Sex Differences, *Sex Role, Sex Stereotypes, Social Psychology
The relationships between masculinity and femininity as measured by the Bem Sex Role Inventory (BSRI), achievement conflicts (fear of success and fear of failure), and a variety of attitudes in men and women were examined in three survey studies. Contrary to Bem's suggestion that femininity in women serves to dampen independent and assertive behaviors, femininity was found to be largely independent of issues in the achievement domain. Instead, increased masculinity was found to correlate with decreased achievement conflicts in women. Other sex differences in the correlations between the BSRI and other scales were examined. The data, particularly on feminist attitudes, suggest that the BSRI masculinity and femininity scales measure different things in men and women, thereby substantially undermining the validity of the BSRI as a measure of androgyny. Alternate approaches to operationalizing androgyny were considered. (Author)

ED 163 585 EA 011 060

Brown, Donnise

Wider Doors for Handicapped Children: Section 504, Part C. OSSC Bulletin Vol. 22, No. 3.

Oregon School Study Council, Eugene.
Pub Date-Nov 78
Note-39p.
Available from-Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00; $1.50 if prepaid; 10% discount for 10 or more copies)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Guides, *Architectural Barriers, Check Lists, Doors, Educational Programs, Elementary Secondary Education, *Equal Education, *Federal Legislation, *Handicapped Children, Higher Education, *Physically Handicapped, School Improvement, School Responsibility
Identifiers-*Rehabilitation Act 1973

This bulletin speaks to the major issue of providing equal opportunity for handicapped students through implementation of the program accessibility requirements of Section 504, Subpart C of the Rehabilitation Act of 1973. The purpose of this bulletin is to share significant highlights of a conference on "Barrier-Free Environments and the Schools," discuss the idea of "program accessibility," and suggest steps for compliance with this legislation. The scope of the act is illustrated in tables and the document explains how the subparts require immediate action by educational leaders. With regard to existing facilities, the section is a "program access" law rather than a "barrier-free" law. The major concept is that the program must be available to and usable by handicapped persons. For new facilities, the law is unequivocal regarding accessibility all new facilities (or new parts of facilities) must be "readily accessible to and usable by handicapped persons." Procedures that administrators should follow to ensure compliance with the law are outlined and sources of assistance are listed. The appendices contain rules and regulations for the legislation, a checklist to determine whether buildings are accessible to the physically handicapped, and an annotated bibliography. (Author/MLF)

ED 163 652 EA 011 140

Achilles, C. M.
A Humanist Educator's View of Current Education Problems.
Pub Date-Aug 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Philosophy, *Educational Problems, Ethical Values, *Humanism, *Humanistic Education, Humanities, Moral Values, Self Control, Social Problems, Social Welfare

The root of many of the problems in education today is the shift in values from humanism to humanitarianism. While humanism elevates the individual, humanitarianism attempts to elevate mankind in general. Humanists feel that human problems stem from faults within individuals, and that the central purpose in life is to improve and discipline oneself. Humanitarians believe that human problems are caused by society and that the chief task is to correct social ills. Today's overspecialization causes people to forget humanistic values and focus only on their own microscopic areas of knowledge. Also people today suffer from an inability to apply knowledge to everyday problems. However, progress can be made if education returns to an emphasis on humanistic values, to an emphasis on individuals rather than society, and to an emphasis on self-discipline rather than social problems. Emphasis must be placed on the development of critical faculties and stringent moral values. Furthermore, each person must begin to accept more individual responsibility for self-improvement and for improving the immediate surroundings. (Author/JM)

ED 163 161 CE 017 326

Goals and Recommendations for Adult and Continuing Education Instructional Programs of Nebraska Postsecondary Institutions.
Nebraska State Public Post-Secondary Coordinating Council, Lincoln.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-1 Jan 78
Note-59p.; Appendix 1, a diagram of the adult and continuing education structure in Nebraska, is illegible and will not reproduce well
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adult Basic Education, *Adult Education, Adult Education Programs, Career Education, Community Programs, *Continuous Learning, *Delivery Systems, Educational Finance, Educational History, Educational Opportunities, Higher Education, *Objectives, Postsecondary Education, Professional Continuing Education, Recreational Programs, Secondary Education, Statewide Planning, Vocational Education
Identifiers-Nebraska

This is a report by the Nebraska Coordinating Commission for Postsecondary Education which identifies adult and continuing education responsibilities between the elementary-secondary and postsecondary education levels and presents a proposal for an integrated adult education delivery system. In the first of four sections, the history of Nebraska's provision of educational services to adults is reviewed. The importance of avoiding duplication of services and courses is stressed. Section 2 reports the procedures used to develop the goals and recommendations. In section 3 the findings include definitions of adult and continuing education. Also presented are six basic principles for the proposed delivery system. Three basic concepts for an integrated delivery system are outlined. For example, the first concept states that each institution has the right to offer any adult/continuing education program within its approved program limits which does not duplicate another public institution's program for the same service area. The final section contains five broad goals, each of which contains implementation recommendations. For example, part of the first goal is to conduct a study of Nebraska adults' needs for basic and continuing education. Appendixes depict the structure of Nebraska's adult and continuing education and provide definitions. (CSS)

ED 163 382 CG 013 156

Donnangelo, Frank P.

The Bronx Community College Counseling Program for Probationary Students. A Preliminary Evaluation.

Pub Date-76
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Academic Probation, *Community Colleges, *Counseling Programs, Grade Point Average, Junior Colleges, Junior College Students, Program Evaluation, Research Projects, *Retention, Student Behavior, Student College Relationship, *Suspension

The significance of the difference between two groups of suspended probationary students was measured to determine the effect of a counseling program on the academic suspension rate. Students (N 1,160 or 61%) suspended at the end of the Fall 1977 semester were compared with probationary students (N 1,325 or 59%) who were introduced to the special counseling program offerred by the Department of Student Development at Bronx Community College. No significant demographic differences existed between the two student groups. Tentative conclusions are that the Department's program was somewhat effective because it prevented the suspension rate from rising significantly. Recommendations include continued monitoring of students' academic performance and increased efforts by the Department to prevent students from being placed on probation in the first place. (Author/HLM)

ED 163 428 CS 004 537

Goetz, Elizabeth M. Etzel, Barbara C.

Functional Analyses of Acquisition, Maintenance and Generalization by Reading.

Pub Date-Aug 78
Grant-300-77-0308; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Beginning Reading, Early Reading, *Learning Processes, *Phonics, Preschool Children, Preschool Education, *Reading Instruction, Reading Processes, *Reading Research, Reading Skills, Semantics, *Sight Method, Syllables, Teaching Methods, Word Recognition, *Word Study Skills

Three reading procedures for learning isolated words whole-word, syllable-blending, and phonics-blending were examined to determine which was the most effective for preschool children. The six preschool children in the study were divided into two groups to assess the effects of the length and number of different letters in a series of training words on acquisition, maintenance, and generalization. The words were counterbalanced across procedures, subjects, and presentation positions. The results showed that the whole-word procedure resulted in the most rapid acquisition for recall, the fewest training errors, the fewest letter-order recognition errors, and the most frequent recall of training words in compound words, sentences, and stories. After the syllable- or phonics-blending procedures, the subjects performed better for both reproduction of individual letter-sounds and generalizations of letter-sounds to pseudowords. Regardless of the training procedure, all words were maintained equally. (FL)

ED 163 473 CS 204 536

Ranta, Taimi M.

Literature for Children and Young People in a Pluralistic, Multicultural Society.

Pub Date- 78
Note-57p.; Guide prepared at Illinois State University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Booklists, *Cultural Awareness, *Cultural Education, *Cultural Pluralism, Curriculum Guides, Elementary Education, *Ethnic Groups, *Literature Appreciation, Literature Guides, *Literature Programs

The materials in this guide to a multicultural literature component at the elementary school level reflect the need to reorient both teachers and students to the pluralistic nature of United States society. Since an effective way to deflate the myth that there are typical Americans" of a particular color or cultural background is to have students read and discuss the literature of the many cultures that contribute to American society, the booklists for the component include fiction about Blacks, American Indians, Puerto Ricans, Chicanos, Jewish Americans, and Oriental Americans. Other materials in the guide provide program objectives, course requirements, course content, evaluation procedures, a general reading list, possible assignments arranged in a course schedule, an example of a student book evaluation card, and a lesson plan outline for student small group discussion with accompanying student worksheet. (RL)

ED 163 518 CS 204 595

Masel-Walters, Lynne
Birth Control as Obscenity: Margaret Sanger and "The Woman Rebel."
Pub Date-Aug 78
Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Censorship, *Contraception, Federal Legislation, Females, *Freedom of Speech, Newspapers, Propaganda, Sanctions, *Sexuality, Social History, Social Values, United States History
Identifiers-*Obscenity, *Sanger (Margaret)
In spite of the negative aspects of her determination to be the sole motivator, controller, and martyr for the birth control movement, Margaret Sanger was a positive social force in testing and denouncing the Comstock law. The law, named for Anthony Comstock, a postal inspector who had lobbied Congress to forbid the distribution of obscene materials throughout the United States, equated birth control and sex education with obscenity. After Comstock declared two issues of a socialist newspaper unmailable because Sanger had mentioned the names of venereal diseases in her articles on sex, Sanger resorted to publishing her own newspaper, "The Woman Rebel." The first issue and six of the next eight issues were suppressed for their controversial content and Sanger was indicted on nine counts of law violation, despite the fact that the articles contained only general discussions of contraception. After Sanger fled to Europe, alleging that the courts were treating her unfairly, her estranged husband was arrested for passing on one copy of her birth control pamphlet. Resentful of his publicity, Sanger returned seeking a court trial in order to achieve publicity for her cause. When the government decided not to prosecute her, she achieved publicity by forming an organization to promote contraception. (MAL)

ED 163 542 CS 502 325

Binnion, John E. Thomas, Edward G.
Oral Communication in Business.
Pub Date- 76
Note-27p.; Course prepared at Cleveland State University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Audiovisual Aids, *Audiovisual Communication, *Business Education, Communication (Thought Transfer), *Communication Skills, Higher Education, *Management Development, Professional Training, Public Speaking, Speech Communication, *Speech Skills, *Student Projects, Teaching Techniques

Helping young executives develop oral communication skills is an important task of business schools. A course that requires informal, timed, extemporaneous talks as well as extended formal presentations allows students the opportunity to be evaluated by their peers and by faculty members as they grow in their ability to communicate. Formal presentations may involve the use of audio or visual devices and techniques and may include information gained from interviews. The incorporation of these skills in a major project helps prepare students for assignments which may be encountered in the business world. Conference planning, working with groups, experience in using parliamentary procedure, and practice in using such communication aids as flip charts, slide projectors, chalk boards, and tape recorders can all be aspects of communication skills courses. (The paper includes a speech evaluation chart, guidelines for interviewing business personnel, and materials for an assignment involving the planning of a sales conference.) (TJ)

ED 163 564 EA 011 001

Hendrickson, Les Meyer, Jeff

A Technical Analysis of the Influence of Community Schools in Eugene on School District Budget Elections.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date-15 Jun 78
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Schools, Elementary Secondary Education, *School Budget Elections, Statistical Data, Voting
Identifiers-Eugene Public Schools OR

A brief examination of the voting patterns in seven budget elections from 1974 to 1978 in Eugene (Oregon) School District 4J reveals that there are no significant differences between the percentage of people voting Yes in precincts with community schools and the percentage of people voting Yes in other precincts. The turnout rate in precincts with community schools is a statistically significant 4 percent higher, however. The percentage of Yes votes by precinct is primarily related to the precinct's geographical location, as is turnout. A short appendix describes the methodology of the study. (Author/PGD)

ED 163 607 EA 011 086

Hill, Peter

The Development of Years 11 and 12 Alternative Courses in Western Australian Government Schools: An Overview and Case Study.

Western Australian Education Dept., Perth. Research Branch.
Pub Date-77
Note-19p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum Development, *Educational Alternatives, Foreign Countries, Prevocational Education, *Program Descriptions, *Program Development, Secondary Education, State Boards of Education, State Departments of Education
Identifiers-*Australia (Western Australia)

Because more Western Australian students are now completing years 11 and 12 and because many of these students are not interested in the traditional college entrance program, a growing number of schools are offering alternative programs. These programs are extremely diverse across the state and may be either prevocational or general, may contain standard or locally developed courses, and may be distinct from or integrated with the regular program. While the State Board of Secondary Education has developed alternative courses in areas like animal husbandry and general English, state policy is to encourage schools to offer locally developed courses. The State Education Department offers resources to help schools developing alternatives. Bentley Senior High School outside Perth has encountered many issues involved in implementing alternative courses. Here, after the need was first recognized by teachers, the principal formed an advisory committee. After holding a seminar and a general staff meeting on alternatives, the committee drew up courses for the following year. Students now choose from three programs: traditional academic courses, courses developed by the Board of Secondary Education, and courses developed by the school. Although more resources and staff appear to be needed, initial results have been encouraging. (Author/JM)

ED 163 675 EC 112 445

Lance, Wayne D.
Final Technical Report: Northwest Area Learning Resource Center. September 1, 1974 Through May 31, 1977.
Oregon Univ., Eugene. Northwest Learning Resources System.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-446AH50055
Pub Date-31 Aug 77
Contract-300-75-0043
Note-76p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Ancillary Services, *Educational Resources, Educational Technology, *Handicapped Children, Instructional Materials, Instructional Materials Centers, Instructional Media, *Program Descriptions, Regional Programs, *Resource Centers
Identifiers-*Northwest Area Learning Resource Center

The report summarizes major program accomplishments of the Northwest Area Learning Resource Center (NALRC) in providing media, materials, and educational technology support services to handicapped children and their teachers in its 10 states and territories. Program development accomplishments in Area One included assisting states in local and state materials-center stimulation or development; providing technical assistance to state education agencies in state planning of intrastate materials service; providing state and local education agencies with consultation on educational technology of specific education materials usage; developing capacity for conducting or participating in media and materials conferences and workshops; devising and executing plans for dissemination of child-use instructional materials-related information; providing human resources for reinforcing state staff in media, materials, and technology services development; and acting as the interface between local materials needs and the resources for meeting such needs. Helping Area Three trainers to identify media, materials, and educational technology training needs is also discussed, along with serving as an intermediary between Area Four states and the national information system. State-by-state summaries of NALRC accomplishments are also provided. (DLS)

ED 163 631 EA 011 111

Improving School Climate
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 11 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Annotated Bibliographies, Conflict Resolution, *Educational Environment, Elementary Secondary Education, Leadership, Morale, *Organizational Climate, Organizational Communication, *Organizational Development, Principals, School Personnel
Identifiers-Description Questionnaire

This chapter of "The Best of the Best of ERIC," Volume 2, contains 16 summaries of documents and journal articles on improving school climate, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as school climate and principal behavior, school climate and educational change, organizational development as a means for improving school climate, and improving school climate by decentralizing decision-making and sharing responsibility for program results. (PKP)

ED 163 696 EC 112 666

Smith, Kay Suzanne

An Evaluation Model for Early Childhood Special Education Programs.

Pub Date-78
Note-37p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Early Childhood Education, *Educational Assessment, *Educational Planning, *Evaluation Methods, Federal Regulation, *Mentally Handicapped, Models, Parent Participation, Program Evaluation, Special Education, Student Development

The report presents an evaluation model for early childhood programs for mildly and moderately handicapped children. The document examines the following four areas of early childhood special education programs: (1) methods of assessment, educational planning, and pupil evaluation; (2) program influence on five interrelated areas of development (social-emotional, physical, self-help, cognitive, and language); (3) parent involvement; and (4) administrative considerations. The evaluation procedures are intended to help determine whether a given program functioning within federal guidelines, and whether it is successful in lessening developmental deficits. (Author/PHR)

ED 163 744 EC 112 858

Caring About Kids: Helping the Hyperactive Child.
National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHEW-ADM-78-561
Pub Date-78
Note-12p.
Available from-Public Inquiries, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20857 (single copies free); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00779-0)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Drug Therapy, *Etiology, *Hyperactivity, Identification, *Individual Characteristics, Nutrition, Psychotherapy, Resources, *Therapy
Identifiers-*Parent Resources

Intended for parents, the booklet provides information on caring for a hyperactive child. Sections cover identification, causes, treatment (including medication, diet, and psychological interventions), prognosis, and resources. (SBH)

ED 163 178 CE 018 078

Arbeiter, Solomon And Others

40 Million Americans in Career Transition. The Need for Information. (Final Report).

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date-78
Contract-400-76-0002
Note-61p.; Best copy available
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adults, Age, Blacks, *Career Change, Career Choice, *Career Planning, Caucasians, Educational Background, *Educational Planning, Employment Services, Family Income, Females, Guidance Counseling, Information Services, Interviews, Job Placement, Job Satisfaction, *Job Search Methods, Job Training, Males, Minority Groups, National Surveys, Occupational Information, Occupational Mobility, Promotion (Occupational), *Services, Vocational Counseling, Work Experience
Identifiers-United States

Interviews were conducted with a sample of 400 nonstudent, in-transition adults to identify their career information and education needs, their reasons for being in-transition, and their personal and demographic characteristics. In-transition was defined as either undergoing or anticipating job or career changes. Over forty million Americans (36% of the population) were projected to be in career transition. Interviews with adults, sixteen to sixty-five, reveal that those in transition are predominantly female, white, and between twenty and thirty-nine years old. Typically married with one to three children, they have an annual family income of $10,000 or more. Half of the in-transition adults have completed some postsecondary schooling, and most are employed full-time, with males more likely to be employed than females. Financial need is cited as a prime motivator. Sixty percent plan to seek additional education to enter new fields or advance in their present field. Adults in transition want career services of all types, primarily information services. Most do not know about community agencies offering career help. They prefer one-to-one career services with an experienced professional; their ideal career center would offer services at a local school or college on weekday evenings. With the exception of age, not-in-transition and in-transition adults have similar personal characteristics. (CSS)

ED 163 196 CE 018 454

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-126p.; For a related document see CE 018 453
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Articulation (Program), Career Development, *Career Education, Community Resources, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation, *Faculty Development, Guidance Services, Information Dissemination, Occupational Guidance, *Program Design, *Program Development, Program Guides, Program Planning

This manual has been prepared as a supplement to the final report (CE 018 453) on the Systemwide Career Education Cluster-Based Articulated Model Program, SCECAMP. An introduction provides an overview of the SCECAMP project and the rationale for this replication manual. The first of the three major sections contained in this document summarizes the background, definitions, goals, and objectives of SCECAMP. Section 2 describes the developmental nature of career education based on Donald Super's theory. Section 3, which comprises the major portion of this manual, presents the design for replication in the following seven stages: (1) site selection and development, (2) staff development and training, (3) curriculum planning, (4) guidance and support services, (5) community resources, (6) dissemination, and (7) evaluation. The goals, implementation strategies, and expected outcomes are presented for each of the seven processes. Also included for each process are related materials and a checklist. (BM)

ED 163 272 CE 018 959

Marsters, Hal

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-8: Implementation of Change.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-37p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Curriculum Development, *Educational Change, Educational Trends, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Program Administration, *Teacher Education Curriculum, *Vocational Education

This module on implementation of change is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) sources, issues, and trends; (2) research and planning; (3) organization, design, and implementation; and (4) continuation and evaluation. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a simplified curriculum development model, followed by a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 289 CE 018 990

Wallace, Sharon A., Ed.
Concomitant Learnings: Hidden Influences in the Classroom.
Home Economics Education Association, Washington, D.C.
Report No.-HEEA-261-08432
Pub Date-78
Note-65p.; Parts may be marginally legible due to small print
Available from-Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Classroom Communication, Clothing Instruction, Early Childhood Education, Ethnic Studies, Foods Instruction, *Home Economics Education, Housing, *Incidental Learning, Instructional Materials, *Learning Activities, Learning Experience, Money Management, Nutrition Instruction, Student Teacher Relationship, *Teacher Influence, Textiles Instruction

This bulletin contains sets of learning experiences and emphasizes the multiple effects of classroom experiences. These effects are referred to as concomitant learning or the student's affective incidental learning. In an article preceding the area materials, the teacher is identified as the classroom's most important hidden persuader, and the teacher is urged to become aware of concomitant learning so that he/she can use it to achieve desired objectives and reduce the possibilities for unplanned negative learning. Following the article there are sets of learning experiences for the following areas in home economics instruction: individual and family resource management, early childhood education, expanding role options, family ethnic study, living environments, nutrition and foods, and textiles and clothing. All sections are organized similarly: Objectives relevant to a given subject are stated first; then a principle based on that specific subject is stated; and then learning experiences are cited which are followed by one or more possible concomitant learnings. (CSS)

ED 163 310 CG 012 994

NASW Standards for Social Work Services in Schools. Policy Statement No. 7.

National Association of Social Workers, Washington, D.C.
Pub Date-Apr 78
Note-29p.; May be marginally legible due to colored type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, Guides, *Job Skills, *Professional Associations, *Pupil Personnel Services, *Responsibility, *School Social Workers, Social Work, *Standards, Task Analysis, Values
Identifiers-*National Association of Social Workers

The National Association of Social Workers (NASW), as the collective expression of some 78,000 professional social workers, is responsibile for practice advancement, standards-setting and utilization, and the improvement of social service policies and programs. The development of Standards for Social Work Services in Schools is one significant component of the spectrum of activities to advance the mission of education through social work services. These Standards are the product of several years of investigation and direct involvement of school social work practitioners, social work consultants in State Departments of Education and social work educators. Organized into three sections, the Standards delineate: (1) the values, knowledge and skill that form the competence for school social work practice; (2) the social work profession's expectations of the administrative environment of the school; and (3) the professional responsibility of the School Social Worker. The next objective for the social work profession is to obtain the full acceptance and implementation of the standards in all school systems of the 50 states. (Author)

ED 163 334 CG 013 021

Powell, Margaret H.
Freedom For Individual Development: School/Community Relations.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-G007604968
Note-74p.; For related documents see UD018636, CG013013, CG013018, CG013019, CG013020
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adults, *Cultural Traits, Educational Change, Elementary Secondary Education, *Group Activities, Learning Modules, Program Guides, Role Perception, *School Community Relationship, *Sex Stereotypes, *Social Values, *Working Women
This inservice training module is designed to sensitize participants to the prevalence of role sterotyping and the manner in which sterotypes are perpetuated in our social institutions. It is intended for presentation to mixed groups of parents, educators, and community members. It may also be used by high school students. The module consists of materials for use in a two-and-one-half hour program. Instructions for conducting workshop activities are included at appropriate places throughout the module. The program is divided into two units, the first dealing with gaining a perspective on role sterotyping and the second with acquiring an individual perspective on the issues. Each unit contains: (1) an overview including the methods, rationale, objectives, list of materials, and time limit; (2) instructions for workshop activities; and (3) all handouts utilized. Persons with direct responsibility for the education of youth, and citizens concerned with effecting constructive social responses to the problems and needs of all community members can make use of this module. (Author)

ED 163 358 CG 013 072

Goldstein, Elyse

The Effect of Same-Sex and Cross-Sex Role Models Upon the Subsequent Academic Productivity of Scholars.

Pub Date-78

Note-14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, *Adult Students, Creative Development, *Educational Counseling, Females, Males, Post Doctoral Education, *Productivity, *Publications, Research Projects, *Role Models, *Sex Differences

The academic productivity of four groups was measured: male Ph.D's who had male dissertation advisors; female Ph.D's who had female advisors; female Ph.D's who had male advisors; and male Ph.D's who had female advisors. Academic productivity was measured by the quantity of research published by these two groups for a four-year period following awarding of degree. As predicted, scholars in the two same-sex role model conditions published significantly more research than scholars in the two cross-sex conditions. Possible advantages of providing individuals with same-sex role models are discussed and some factors are identified which may inhibit professional advancement in the case of cross-sex role models. (Author/BN)

ED 163 405 CS 004 509

Quinn, Jeanette
Guide for Student Profile of Reading Skills Deficiencies.
Pub Date-78
Note-17p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Check Lists, *Data Sheets, Elementary Secondary Education, Evaluation Methods, *Reading Diagnosis, *Reading Difficulty, *Reading Skills, *Student Evaluation
A student profile of reading skills deficiencies, which may be used by teachers in evaluating the reading skills of students, helping students to view their failures constructively, and planning cooperatively for achievement, is described in this paper. Methods for diagnosis and for recording data are suggested, and a copy of the profile is included. (TJ)

ED 163 451 CS 004 562

Goldberg, Miriam L. And Others
Early Decoding and Encoding Strategies Project. Phase II. Final Report.
Pub Date-Aug 77
Note-171p.; Report prepared at Teachers College/Columbia University; For related documents, see CS004559-562 ; Parts may be marginally legible due to light type
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Beginning Reading, Cognitive Processes, *Decoding (Reading), Individual Differences, Initial Teaching Alphabet, Kindergarten Children, *Learning Processes, Orthographic Symbols, Performance Factors, Primary Education, Reading Instruction, *Reading Processes, *Reading Research
Identifiers-*Reading Strategies
Summarizing the final phase of a two-year project that examined the processes by which children initially approach the reading task, this report presents both general and individual findings derived from the analyses of the children's performance over the course of a year. The first section discusses the following general topics related to the children's performance: the accuracy of decoding and encoding, the difficulties associated with processing vowels, the effects of additional information on accuracy, the function of meaning in the early phases of decoding and encoding, and the nature of the strategies that the children developed for each task. The second section of the report relates detailed information on each of the four children who participated in the project. For three of the children, on whom maximum data were available, the following information is presented: pretest performance and characteristic behavior in the instructional sessions; the accuracy of decoding and encoding consonants, vowels, and whole words; positional and orientation confusions; the effect of overt segmentation and letter naming on reading accuracy; evidence of emerging or changing strategies; the effects of meaning; and the relative success of reading strategies. Tables are included. (MAI)

ED 163 496 CS 204 568

Language Arts Task Force Scope and Sequence for Writing Skills K-12. Revised Edition.

Mounds View Public Schools, St. Paul, Minn.

Pub Date-77

Note-35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Composition (Literary), *Curriculum Development, *Curriculum Planning, *Educational Objectives, Elementary Secondary Education, English Instruction, *Expository Writing, Language Arts, *Sequential Programs, Student Ability, Student Improvement, *Writing Skills

Following an organizational outline of specific language skills associated with expository writing (but applicable to creative writing as well), this booklet charts the introductory, teaching/refinement, and mastery levels from kindergarten through grade 12 for writing skills in the categories of sentence structure, paragraph structure, composition, research paper skills, and proofreading/revision skills. The booklet includes a glossary of terms and answers to commonly asked questions about the scope and sequence of the writing skills. (RL)

ED 163 721 EC 112 739

Kirsch, Greg

Project Harmony - Success for the Learning Disabled in the Mainstream.

Ingham Intermediate School District, Mason, Mich.
Pub Date-Nov 78
Note-&p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum Planning, *Educational Diagnosis, Elementary Education, *Individualized Programs, *Learning Disabilities, *Mainstreaming, Models, *Program Descriptions, *Student Evaluation
Identifiers-Project Harmony

An instructional and mainstreaming model for programming severely learning disabled (LD) elementary students is described, in which students receive instruction for one half of the school day in an LD classroom and are successfully mainstreamed in general education for the remaining part of the day is described. It is explained that components of the model include entry procedure, continuous reassessment and replacing procedures and time lines; academic and behavioral assessment instruments; step-by-step interpretation of diagnostic data and development of an individualized educational plan; elementary curriculum in reading, mathematics, and written language; well-developed mainstreaming procedures and activities; and materials and forms. (BD)

ED 163 215 CE 018 714

Rothstein, Larry

New Directions in Mass Communications Policy: Implications for Citizen Education and Participation.

Office of Education (DHEW), Washington, D.C. Citizen Education Staff.
Report No.-DHEW-OE-78-07003
Pub Date-78
Note-41p.; For related documents see CE 018 713-717
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Broadcast Industry, *Citizen Participation, *Community Education, Federal Legislation, *Freedom of Speech, Information Networks, *Mass Media, Media Research, Media Technology, News Media, Public Policy, Public Television, Social Science Research, Television

This paper, the second in a series of five on the current state of citizen education, focuses on mass communication. The following topics are discussed: communications today; the system of freedom of expression; social science research on the media (includes the audience and public information); minorities and the media; public broadcasting; television: violence and children's programming; public service advertising (includes advocacy advertising and free speech messages); the Communications Act of 1978; communication technologies; and the communication system and the future. (EM)

ED 163 235 CE 018 907

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VIII: Medical Assistant.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-57p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Medical Assistants, Occupational Clusters, *Task Analysis

An analysis of survey responses from a sample of medical assistants on competency characteristics for their occupation is presented in this document. (Medical assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 429 CS 004 538

Mikulecky, Larry J.

Teacher Prediction of Students' Reading Attitudes: An Examination of Teacher Judgment Compared to Student-Peer Judgment in Assessing Student Reading Attitude and Habit.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Ability, English Instruction, *Peer Evaluation, *Prediction, Reading Achievement, *Reading Habits, Reading Interests, *Reading Research, Secondary Education, *Student Attitudes, *Teacher Attitudes

Identifiers-*Reading Attitudes

Fifteen high school English teachers and 544 students in their classes participated in a study to determine how well teachers assess student reading habits and attitudes and to compare the accuracy of their judgments with those of student-peers. Each student was administered a measure of reading ability and of reading attitude; additional data gathered for each student included grades received in previous English and social studies classes. Reading habits were measured through a self-report indicating the number of books read by the student during the previous six months. The students were asked to list the three classmates who had the most positive attitudes and the three with the most negative attitudes toward reading. Teachers were asked to rate the reading attitude of each class member as "positive," "moderate," or "negative." Results showed that reading attitude and reading habit were separable from measures of academic ability, that the ability of both teachers and student-peers to assess reading attitude correlated more highly with English grades than with measures of reading habit or attitude, and that the reading attitude measure used in the study was able to predict student reading habit with more accuracy than were either teachers or students. (FL)

ED 163 585 EA 011 002

Kinney, John F., Jr. And Others
Rumson-Fair Haven Senior Elective Program. Final Project Report Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 75.
Note-17p.; For related documents, see EA 011 003-010; Not available in paper copy due to marginal legibility of original document ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, *Educational Alternatives, Educational Change, Elective Courses, High School Curriculum, Independent Study, Open Plan Schools, *Program Descriptions, Senior High Schools, *Seniors, Student Participation, Teacher Role, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program
The Senior Elective Program at New Jersey's Rumson-Fair Haven Regional High School was designed by eighteen students and six faculty members during the summer of 1971. Initiated to update curriculum to complement an open-space building exclusively for seniors, it included revamping the school calendar from four to five marking periods. Students are encouraged to telescope their traditional required courses into the first three years of high school, leaving the senior year essentially free for taking some of the 85 elective minicourses offered, for pursuing independent study, or for gaining work experience. An open campus policy increases student options. All seniors are also assigned to small discussion groups designed to provide support and help students adjust. Teachers are encouraged to develop instructional methods conducive to open-space areas. Evaluation of the program with the Watson-Glaser Test of Critical Thinking, The Sequential Test of Educational Progress in Social Studies, the Imagine That index, and the School Sentiment Index revealed academic achievement equal to that of a control group. A statistically significant improvement in student attitudes toward the educational experience was noted. This document includes information on how to obtain assistance in the establishment of similar programs elsewhere. (Author/PGD)

ED 183 653 EA 011 141

Randles, Harry E.
Compulsory Arbitration and Conciliation in Australia.
Pub Date-78
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Arbitration, Educational Administration, Elementary Secondary Education, Foreign Countries, Governance, Grievance Procedures, Industrial Relations, *Labor Unions, Organization, Principals, Teachers, Teacher Strikes
Identifiers-*Australia (New South Wales)
The responsibility for education in Australia rests with the states. Teachers in the state of New South Wales, as in other Australian states, are employed by the Public Service Board, which determines working conditions. Teachers are administered, however, under the Department of Education. Labor disputes in Australia are settled not by formal negotiations but by compulsory arbitration by state and federal arbitration commissions. Nevertheless Australian teacher unions and other unions often strike, especially over grievances. There are several advantages of the system of compulsory arbitration. It promotes speedy settlement and national uniformity of wages and working conditions. Its penal sanctions also reduce the loss from long work stoppages. One disadvantage is that the system lacks formal means for resolving grievances. Under the system, teachers' salaries in New South Wales and throughout Australia have increased dramatically. One big problem, however, is that teachers and principals share the same union but do not always have the same interests. It is proposed that the split between teacher administration and hiring be remedied by the institution of a commissions employment agency handling both functions as well as representing management in labor disputes. Australia also might benefit from more formal provisions for collective negotiations. (Author/JM)

ED 163 697 EC 112 669

Child Abuse and Neglect in Residential Institutions: Selected Readings on Prevention, Investigation and Correction.

National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-78-30160
Pub Date-78
Note-216p.; Some print is poor and may not reproduce well in hard copy
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Child Abuse, Federal Legislation, Institutionalized Persons, *Investigations, *Prevention, *Residential Centers, *Resource Materials
Identifiers-*Child Abuse Prevention and Treatment Act

The document contains five selected readings and a listing of resource materials on the prevention, investigation, and correction of child abuse and neglect in residential institutions. Section I contains an excerpt from the February 1977 issue of Child Abuse and Neglect Reports. Section II covers the final report of the National Conference on the Institutional Maltreatment of Children (June 1977). In section III excerpts from the Human Ecology Forum are given, including, Viewpoint Institutions are Abusive'', Our Children's Keepers Institutions in an Abusive Society'', Wordsworth Rachel Won't Be Going Home'', among others. Section IV contains excerpts from the draft of Federal Standards for Child Abuse and Neglect Prevention and Treatment Programs and Projects, mandated by Public Law 93-247. In section V the Model Child Protection Act with Commentary draft is provided, giving a structured model for the organization and implementation of state services. (PHR)

ED 163 745 EC 112 860

Jacobs, Teri Gould
A Parent's Guide to Hearings Under Public Law 94-142: The Education for All Handicapped Children Act.
Pub Date-78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Due Process, *Federal Legislation, Guidelines, *Handicapped Children, *Parent Role, Student Placement
Identifiers-*Education for All Handicapped Children Act
Intended for parents and interested professionals, the document describes P.L. 94-142 (Education for All Handicapped Children's Act) regulations concerning the right to a fair hearing. Topics covered include reasons a parent might request a hearing; what happens at a hearing; hearing rights; rules of evidence; use of expert witnesses, translators, and attorneys; access to records; time limits; putting things in writing; use of educational evaluations; and costs. The procedures regulating the child's educational placement during complaint proceedings are outlined. (Author/SBH)

ED 163 255 CE 018 942

Winegar, Gary

Common Core Curriculum for Vocational Education. Category B: Cooperative Relationship. B-1: Rationale for Cooperative Relationships.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-27p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cooperative Education, Cooperative Programs, *Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education

This module on rationale for cooperative relationships is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) historical developments of cooperative relationships; (2) significance of cooperative education; and (3) current attitudes toward cooperative programs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 406 CS 004 510

Salminen, Jaakko

The Importance of Psychomotor Training for Language Acquisition.

Pub Date-Aug 78
Note-9p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Beginning Reading, Early Childhood Education, Kindergarten Children, Kinesthetic Perception, Language Rhythm, *Language Skills, *Learning Difficulties, Phonemics, *Psychomotor Skills, *Reading Readiness, *Reading Research, Student Improvement, Visual Discrimination
Identifiers-Melodic Differentiation

Twenty-nine kindergarten children judged to have weak or inadequate psychomotor abilities affecting their acquisition of written language participated in a psychomotor training program. The program used rhythmic, optic, phonemic, kinesthetic, and melodic exercises to attempt to facilitate the children's language acquisition and thus to improve their reading and writing abilities. After three months, the achievement level of the children had risen in all components in comparison with that of children in a control group, with the greatest differences from the control group occurring in kinesthetic and melodic differentiation. It was found that the psychomotor tests were good predictors of pupils' school achievement in reading and writing. The effects of the psychomotor training could still be seen two years later. (TJ)

ED 163 474 CS 204 537

Kinzey, Ardis
To Defend a Form: The Romance of Administration and Teaching in a Poetry-in-the-Schools Program.
Pub Date-77
Note-211p.
Available from-Teachers & Writers, 186 West 4th Street, New York, New York 10014 ($4.00 paper)
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Composition (Literary), *Creative Writing, Elementary Secondary Education, English Instruction, *Enrichment Programs, Imagery, Models, *Poetry, Poets, Teaching Techniques
Identifiers-*Poets in the Schools

Intended as a guide for educators interested in initiating a poetry in the schools program, this book is organized into four parts. The first two parts narrate the poet-author's experiences in beginning such a program in North Carolina, outline techniques for presenting poetry in the classroom, and offer numerous samples of student writing. Part three is an annotated bibliography of sources dealing with poetry, teaching, and education that the author found useful in teaching poetry and creative writing. The list also includes pertinent children's books, textbooks, and workbooks suitable for use in activities related to poetry writing. The five appendixes that comprise part four include the following: sample introductory letters, general information, guidelines, and evaluation forms used in beginning the poetry program; information sent to participating poets, including guidelines, expense forms, and evaluation sheets; the letter to the principals that accompanied anthologies of student work; time schedules; and an anthology of student poems and teaching ideas. (MAI)

ED 163 497 CS 204 569

Elias, Stephen N.

American Newspaper Editorials on the Vietnam War: An Experimental Approach to Editorial Content Analysis.

Pub Date-Aug 78
Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Changing Attitudes, *Content Analysis, *Editorials, Journalism, *Newspapers, Political Attitudes, *Press Opinion, War
Identifiers-*Vietnam War

The editorials about four Vietnam War news events that appeared in five newspapers were examined for content, tone, page placement, and length to discover what trends in editorial coverage occurred. The 131 editorials that were examined appeared in the "New York Times," the "Los Angeles Times," the "Wall Street Journal," the "Chicago Tribune," and the "Washington Post" within 21 days of the following news events: the Tonkin Gulf incident, the 1968 Tet Offensive, President Nixon's 1969 "Vietnamization" announcement, and the fall of Saigon. Five major findings resulted from the content analysis: (1) The overall tone of the editorials was antiwar. (2) During the periods studied, the "New York Times" was consistently antiwar while the "Wall Street Journal" trended from antiwar to prowar and the other three newspapers trended from prowar to antiwar. (3) The newspapers were willing to take definite stands during the periods under study. (4) The paper that most clearly appeared to have changed its editorial opinion was the "Los Angeles Times." (5) The "New York Times" and the "Washington Post," both generally prolific in their editorials throughout the periods studied, inexplicably presented fewer items on the Tet Offensive than the other papers. The study also established the usefulness of the "Statistical Package for the Social Sciences" (SPSS) in newspaper content analysis. (RL)

ED 163 519 CS 204 596

Singh, Indu B. McDaniel, Drew O.
The Politics of Canadian Space Communication Programs.
Pub Date-Aug 78
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication Satellites, *Foreign Countries, International Relations, *National Programs, Political Issues, *Space Sciences, *Technological Advancement, *Telecommunication
Identifiers-*Canada
In 1968, the Science Council of Canada recommended that Canada focus its scientific and technological effort on the creation of major programs designed to help solve some of the country's social and economic problems and, specifically, that a space program be initiated. The Canadian decision to become involved in space communication activities was based on domestic, geopolitical, and international considerations. The domestic considerations included a desire for the enhancement of telecommunications facilities in all of Canada, the hope of future economic benefits from the space industry, and the development of national and cultural integration. The geopolitical factors were: the need to enhance regional communications capabilities for the defense of North America, a desire to counter United States mass media infiltration, and the need to occupy radio frequency bands allocated by the International Telecommunications Union before they were taken by the United States. International considerations for the Canadian space program were related to the opportunities for Canadian industries to participate in future international projects. Canadian space contributions have been primarily in the innovative and pragmatic applications of the technology rather than in basic research. (TJ)

ED 163 543 CS 502 326

Corso, Dianne M.
Myths and Political Rhetoric: Jimmy Carter Accepts the Nomination.
Pub Date-Nov 78
Note-27p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Communication (Thought Transfer), Credibility, Motivation Techniques, *Mythology, *Persuasive Discourse, Political Influences, *Politics, *Rhetoric, Rhetorical Criticism, Verbal Communication
Identifiers-*Carter (Jimmy)
Like other political speakers who have drawn on the personification, identification, and dramatic encounter images of mythology to pressure and persuade audiences, Jimmy Carter evoked the myths of the hero, the American Dream, and the ideal political process in his presidential nomination acceptance speech. By stressing his unknown status, his difficulty in achieving the nomination amid the derision of his opposition, and his quest for the leadership of a moral and dynamic government, Carter developed the unpromising hero or Cinderella mythological image. In his vision of the future, he presented himself in the deliverer/benefactor image. Carter developed the American Dream myth by emphasizing the moral values of hope, honesty, and faith in America at the same time that he promised materialistic improvement in the country. An additional myth that Carter employed, concerning the nature of the American political process, was apparent when he claimed that he and a Democratic Congress could restructure government in a way that surpasses rationality and ability and that he would assure popular participation in government by giving the government of this country back to the people of this country." (MAI)

ED 163 586 EA 011 061

Connors, Lyndsay
School-Based Decision-Making. Report on the National Conference (Sydney, Australia, June 1-4, 1977). Part 1.
Australian Schools Commission, Canberra.
Pub Date-Feb 78
Note-67p.; For a related document, see EA 011 062 ; Colored print may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Citizen Participation, Conference Reports, *Decentralization, *Decision Making, Elementary Secondary Education, Foreign Countries, Parent Participation, Policy Formation, Private Schools, Public Schools, School Community Relationship, Student Participation, Teacher Participation
Identifiers-Australia, *School Based Decision Making
There is a movement toward educational decentralization in Australia that is bringing more power to communities in the governing of schools. This report discusses this movement and summarizes the issues and conclusions emerging from the National Conference on School-based Decision-making. An introductory chapter sets the movement in the context of past and present decision-making in Australian schools and argues that school-based decision-making will make schools more responsive, efficient, and effective. Chapter 2 summarizes significant developments toward school-based decision-making in both government and nongovernment schools. Chapter 3 discusses major issues surrounding school-based decision-making such as the tension between diversity and equality, the difference between devolution (decentralization) and true participation, and the structures to be set up for school-based decision-making. Chapter 4 focuses on areas for decision-making such as curriculum, staffing, school-based funding, accountability, and evaluation. Chapter 5 outlines conditions necessary for successful establishment of school-based decision-making, including clarification of goals, adequate preparation, and communication. Chapter 6 summarizes conclusions of the conference about action necessary on the state, national, and school level. (Author/JM)

ED 163 632 EA 011 112

Leadership Effectiveness.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 12 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Annotated Bibliographies, *Decision Making Skills, Elementary Secondary Education, *Leadership, Leadership Qualities, *Leadership Styles, Literature Reviews, Organizational Climate, Organizational Effectiveness, Principals, Teacher Administrator Relationship
Identifiers-*Leadership Effectiveness

This chapter of "The Best of the Best of ERIC," Volume 2, contains 16 summaries of documents and journal articles on leadership effectiveness, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as types of behavior related to leadership effectiveness, programs and techniques for improving leadership effectiveness, the relationship between the decision-making process and effective leadership, and improving school climate as an important facet of leadership effectiveness. (PKP)

ED 163 722 EC 112 740

Markel, Geraldine Greenbaum, Judith

The Role of the Parent in a Team Approach to Effective Educational Programming.

Pub Date-May 78

Note-20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children, (56th, Kansas City, Missouri, May, 1978, Session TH 30)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Programs, Elementary Secondary Education, *Handicapped Children, Parent Attitudes, *Parent Participation, Parent Role, *Parent School Relationship, Program Effectiveness, Role Perception, Teacher Attitudes, Teacher Role, *Teamwork

The role of parents of handicapped children in a team approach to educational programming is discussed. Noted are rights of parents, such as the right to review evaluations and school records, to appeal the types of tests and evaluation procedures employed by the school, and to obtain independent evaluation of the child. Such attitudes and problems of educators as perception of the parent role as an inactive one, neglect of training needed for effective interaction with parents, a negative view of the entire package designed to ensure educational opportunities for the handicapped, and a feeling of a lack of management and instructional skills necessary to serve handicapped children, are explored. Also described are attitudes and problems of parents, such as lack of skill or desire to become involved, lack of time or financial resources, and lack of education or familiarity with the school environment. Suggestions are made to foster greater parent involvement, including providing parents with work areas and supplies in the school, opportunities for social interaction with school personnel, counseling, and parent groups. Recommended is the definition of the roles of the other team members (teacher, administrator, psychologist, social worker, speech therapist) as well as the role of the parent. (BD)

ED 163 359 CG 013 073

Women in Transition: Volunteer Counselors for Women in a County Jail. A Report.

California State Commission on the Status of Women, Sacramento.
Spons Agency-California State Office of Criminal Justice Planning, Sacramento.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-77
Note-137p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Community Education, Counseling Programs, *Females, *Prisoners, Program Evaluation, *Rehabilitation Programs, *Social Action, *Voluntary Agencies, *Volunteers

Women in Transition was conceived as an action project of the California Commission on the Status of Women. The purpose of the project was to test the effectiveness of community volunteers in providing much-needed services to women incarcerated in the county jail. Findings were varied. Community women were interested in the women in jail and did not violate the security of the facility. They were able to relate to inmates despite many differences and were helpful as paraprofessional counselors. Volunteers needed to be motivated by factors beyond usual satisfactions; continuous recruitment and training of new volunteers required a great deal of effort. In addition, the project acted as a catalyst for new programs for ex-offender women in the community as well as being useful as a focus for community education. (BN)

ED 163 383 CG 013 157

Snyder, Douglas K.
Clinical Use of a Multidimensional Measure of Marital Satisfaction.
Pub Date-Aug 78
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, *Behavior Rating Scales, Correlation, *Interaction Process Analysis, Marital Status, *Marriage, *Measurement Instruments, Multidimensional Scaling, *Predictive Validity, Research Projects, Statistical Analysis
Identifiers-*Marital Satisfaction Inventory
Marital satisfaction, involving 150 couples selected at-large and 40 couples in therapy, was investigated in two studies. An initial focus was the development of a 280-item Marital Satisfaction Inventory (MSI) including one validity scale, one global affective scale, and nine additional scales focusing on specific areas of marital interaction. Correlational analyses confirmed that measures of communication are the best single predictors of global marital satisfaction. Profile analyses demonstrated the ability of the MSI to discriminate between couples in therapy and a matched control group. General indications for clinical use of the instrument as an assessment and therapeutic tool suggest that it more clearly directs the focus of therapeutic intervention. (Author)

ED 163 608 EA 011 087

The Induction of Primary School Teachers. A Report.
Western Australian Education Dept., Perth. Research Branch.
Pub Date-Oct 77
Note-41p.; A report of a study carried out in primary schools of the Education Department of Western Australia
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Beginning Teachers, Educational Research, Elementary Education, *Elementary School Teachers, Foreign Countries, Interviews, Questionnaires, School Orientation, Teacher Administrator Relationship, Teacher Education, *Teacher Guidance, *Teacher Orientation, Teacher Supervision, Teaching Assignment
Identifiers-*Australia (Western Australia)

The aim of this study was to identify the best way to prepare and give support to Western Australian teachers when they assume their first appointments. Subjects included 15 percent of all new teacher appointments in the state of Western Australia in 1977. These were interviewed personally, as were their principals and superintendents. The interviewing team concluded that there were three conditions of successful teacher induction. The first requirement was adequate teacher training. The second was that teachers be given notice of being hired in time to prepare for classes and be assigned to an appropriate class. The last was teachers being made welcome at the school and being given assistance and the opportunity to discuss problems. Results indicated neither overwhelming success nor failure of Western Australian schools to fulfill these conditions. Researchers concluded that the conditions were met in many cases and numerous cases of successful teacher induction were encountered, but that the successes were counterbalanced by significant numbers of failures. Generally the failures were indicated by an absence of one or more of the three conditions. Improving teacher induction conditions requires better administrative and organizational arrangements and increased awareness of the problems by policy-makers. (Author/JM)

ED 163 162 CE 017 333

Hickner, Marybelle R.

Attitudes and Concept Structure of Home Economics Majors with Implications for Teacher Education.

Wisconsin Univ. - Stout, Menomonie. Human Development, Family Life and Communication Education Service.
Pub Date-1 Sep 77
Note-94p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Attitude Tests, Failure Factors, Females, Higher Education, *Home Economics, Literature Reviews, Personality Assessment, Personality Theories, Predictive Ability (Testing), Research Needs, *Student Teachers, Success Factors, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Evaluation, Teacher Selection

A study was conducted to determine whether organization of personality variables can be used to predict the attitudes of student teachers toward teaching. This followed a literature search that showed little research has been done on the personality characteristics of teachers which influence attitudes toward students. Three self-administered tests (the Population Opinionnaire a form of the Rokeach Dogmatism Scale , the Minnesota Teacher Attitude Inventory, and the California Psychological Test) were given to 130 female seniors in home economics education who would be participating in student teaching. Findings supported the study's hypothesis that prospective student teachers with an open conceptual system have a more favorable attitude toward students than those who have a closed or dogmatic system. The nonauthoritarian individual was found to possess the characteristics of tolerance, achievement via independence, intellectual efficiency, self acceptance, flexibility, responsibility, and a sense of well-being. Since this study was limited, however, to female students in home economics during one year, a larger investigation should be undertaken (1) using both male and female students from other areas of specialization, (2) using other measurement devices, and (3) instituting a longitudinal study. The results of this study may be applied as criteria for the hiring of prospective teachers as well as for the successful selection and retention of student teacher candidates for teacher education programs. (Included at the end of this report are a bibliography and tables analyzing the test scores of study participants.) (ELG)

ED 163 197 CE 018 467

Home Study School Accreditation.
National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date- 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), Adult Education, *Correspondence Schools, *Home Study, *Independent Study, Individual Instruction, Private Schools, Proprietary Schools, Standards
Identifiers-National Home Study Council

This booklet is designed to help prospective students, counselors, public agencies, and institutions better understand home study school accreditation. Home study is also known as correspondence or independent study; and most home study is provided by proprietary schools. Because of the student's and the public's need to determine the quality of various educational institutions offering home study, an Accrediting Commission was established by the National Home Study Council (NHSC) in 1955. It was recognized by the U.S. Office of Education in 1959. The Commission is made up of nine members who represent the public. Basically accreditation means that the school voluntarily undergoes a comprehensive study to certify that the school meets NHSC standards, performs the functions it claims it does, has stated educational objectives, and furnishes materials/services to enable students to meet objectives. The steps in accreditation involve application, submission of a self evaluation report, subject specialist review, examination by committee, and an information survey. Finally the commission reviews the information and takes one of four courses: accredits the school, accredits with stipulations, defers a decision, or denies accreditation. Accredited schools submit yearly reports and are reviewed every five years. There are many benefits of accreditation; for example, the public can rely on the accredited status of a school as an index of quality. (CSS)

ED 163 216 CE 018 715

Examining the Role of the Workplace in Citizen Education.
Office of Education (DHEW), Washington, D.C. Citizen Education Staff.
Report No.-DHEW-OE-78-07004
Pub Date-78
Note-111p.; For related documents see CE 018 713-717
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Business Responsibility, Citizen Participation, *Citizenship, *Community Education, Conference Reports, Employer Employee Relationship, *Labor Education, *Labor Unions, Program Descriptions, Public Opinion

This booklet, the third in a series of five on the current state of citizen education, examines the role of business and labor in citizen education. The first half of this booklet consists of a paper on the union role in citizen education. Based on the contributions of participants attending a conference on ways in which labor unions contribute to citizen education, this paper discusses the goals of industrial democracy and ways in which unions foster political knowledge and skills. This discussion concludes with a set of recommendations for strengthening labor education. The remainder of this booklet contains a paper which presents the results of several workshops dealing with the role of business in citizen education. This paper discusses the stake of business in citizen education and includes an analysis of numerous corporate activities related to politics, economics, and public service. Several commentaries on the issues raised by these papers are appended. (EM)

ED 163 236 CE 018 908

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume IX: Medical Lab Assistant.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-53p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Medical Laboratory Assistants, Occupational Clusters, *Task Analysis

An analysis of survey responses from a sample of medical laboratory assistants on competency characteristics for their occupation is presented in this document. (Medical laboratory assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 273 CE 018 960

Schramm, Duayne

Common Core Curriculum for Vocational Education. Category E: Curriculum Design in Vocational Education. E-1: Developing a Curriculum Design in Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-30p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, *Curriculum Design, *Curriculum Development, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education

This module on developing a curriculum design is one of a set of three on curriculum design in vocational education and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, six lessons are presented: (1) examining what is meant by curriculum; (2) examining the elements which go into determining the nature of curriculum design; (3) investigating relationship of the vocational education curriculum to curriculum design and to the general curriculum of a school; (4) integrating vocational education in the design of the general educational curriculum; (5) exploring procedures for developing a vocational education curriculum; and (6) participating in the development of a vocational education curriculum. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 290 CE 019 009

Carr, Neil W. And Others

A Suggested Model for an Accountability System for Cost Effectiveness Management and Evaluation of Adult Basic Education Programs.

New York State Education Dept., Albany. Bureau of Basic Continuing Education.
Pub Date-Sep 78
Note-75p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Basic Education, Adult Education Programs, *Cost Effectiveness, Expenditure Per Student, Financial Support, *Program Budgeting, *Program Evaluation, Program Length, School Funds, School Schedules, *Student Costs

This model for a cost effective management and evaluation system is intended to help the administrator of an adult basic education (ABE) program (1) to gather data on a monthly basis, (2) to maintain a monthly data review, (3) to modify program costs and/or student enrollment and class size, and (4) to prepare the following year's budget. Initially, a glossary of ABE terms and a formula for funding three levels of New York State ABE programs are presented. In the first of five sections the specific basis for deriving cost effectiveness is described. Section 2 explains the cost effectiveness formula which is based on student contact hours and funding. It also discusses the determination of three levels: positive, break-even, and negative cost effectiveness. The third section combines the previously introduced procedures with illustrative data on student hours and budget allocations. Section 4 provides a rationale for implementing cost effectiveness for a negative, break-even, and positive program. Formulas and examples are provided to illustrate each of the above sections. The final section contains a form to be used for reporting an individual ABE program's cost-effectiveness. Appendixes contain sample formats, sample forms, and related materials. (CSS)

ED 163 311 CG 012 995

Settles, Robert B. Crisler, Jack R.
Some Results from Rehabilitation Team Training.
Pub Date-22 Mar 78
Note-13p.; For related document see CG 012 996
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cooperation, *Delivery Systems, Group Unity, *Interdisciplinary Approach, Interprofessional Relationship, Mental Health Clinics, *Rehabilitation, Research Projects, *Staff Improvement, *Team Training, Therapeutic Environment, Therapists
Provision of training for an interdisciplinary rehabilitation team in a center serving mental patients was investigated. An autonomous service delivery rehabilitation team was formed and provided training in cooperative function. Findings indicate that the experimental team became a particularly cohesive functional unit, and that their support of the team concept became the key to subsequent reorganization of the entire facility staff. The trained team demonstrated a predominant concern for commitment to people (rather than concern for decision adequacy) as compared with the control sample. A survey conducted nine months after training showed that clients of the experimental group responded differently from those of a composite control group by reporting greater staff and client support; more staff involvement in their personal problems and feelings and greater effort to gain understanding of clients; and less staff effort to maintain control, formulate rules and schedule activities. The data suggest that team training as conducted has a beneficial result on the team and on clients served by that team, and may have a long-term impact on clients as measured by their performance on community follow-up. (Author/JLL)

ED 163 335 CG 013 026

Preparing Teenagers for Parenthood. A Recommended "How To" Guide for Youth Development.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Note-31p.; For related document see CG013027
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Community Agencies (Public), Curriculum, *Delivery Systems, Family Life, Group Dynamics, Needs Assessment, *Outreach Programs, *Parenthood Education, Program Guides, Reproduction (Biology), *Sex Education, Teenagers, *Youth Problems

All of Preparing Teenagers for Parenthood (PTP)'s major theoretical planning and programatic components are contained in this program guide, which is intended to serve as a basic "how to" resource for agencies who must deal with the increasing number of unprepared teenage parents. Basic program components discussed concern community needs assessment and selected demographic data, goals and objectives, design and delivery methods, promotion (agency and community), group recruitment, group process and formation, basic curriculum and resources, personnel and budget, and impact and effect of a P.T.P.- Youth Development Program. A revised program design, sample evaluation and staff time sheets, program resources, and lists of National Federation of Settlements and Neighborhood Centers P.T.P.(1973-1976) project staff and sites are included. (Author/JLL)

ED 163 452 CS 004 566

Peters, Charles

A Comparison between the Frayer Model of Concept Attainment and the Textbook Approach to Concept Attainment. Technical Report No. 290.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 74
Contract-NE-C-00-3-0065
Note-194p.; Report from the Project on Conditions of School Learning and Instructional Strategies
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Comprehension Development, *Concept Formation, Concept Teaching, *Content Reading, Elementary Secondary Education, Instructional Materials, Learning Processes, Organization, *Reading Comprehension, *Reading Research, Social Studies, *Textbook Content
Identifiers-*Frayer Model of Concept Attainment

To determine whether the Frayer Model of Concept Attainment, which uses a systemic procedure for defining concepts and which structures materials in a manner designed to facilitate comprehension for both good and poor readers, is superior to a method of defining concepts employed by many social studies textbooks, a study involving 360 ninth graders was undertaken. The influence on comprehension of the arrangement (chronological, topical, reverse chronological) of materials within each method was also examined. The students were divided into two reading levels (good and poor) on the basis of their performance on a standardized reading test and were then administered an experimental comprehension test. The results indicated that both good and poor readers who used material organized according to the Frayer model received significantly higher scores on the comprehension measure than did those readers who employed material organized according to the textbook approach. However, arrangement of concept examples within both the Frayer and textbook methods had no significant effect on comprehension scores. (Author/FL)

ED 163 676 EC 112 446

Teske, Jeanne Hughes
Presentations for Parents, 1974-75.
Mountain-Plains Regional Center for Services to Deaf-Blind Children, Denver, Colo.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 75
Note-71p.
Available from-Mountain-Plaines Regional Center for Services to Deaf-Blind Children, Colorado Education Department, 1346 Lincoln, Denver, Colorado 80203 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Civil Rights, Communication (Thought Transfer), *Deaf Blind, Family Relationship, Health Insurance, Legislation, *Parent Workshops, Play Therapy, Recreational Activities, Severely Handicapped, Sex Education, Swimming
Identifiers-*Colorado Education Network for Resource Enrichment
All but one of the articles contained in the book were presented, either verbatim or in expanded form, at a series of Parent Workshops conducted by the Mountain Plains Regional Center for Services to Deaf-Blind Children. Titles and authors include "Parents Are People" (J. Teske), "Swimming Pool Activities for Deaf-Blind Children" (C. Stone), "Development of Gross Motor Activities for Ambulatory Deaf-Blind Children" (C. Stone), "Swimming Program for Deaf-Blind Children" (R. Lodi), "Influencing the State Legislature A Success Story" (R. Horning), "Communicating in the Family" (V. Weiss), "Sex Education and the Multiply Handicapped Child" (H. Fischer), "Normal and Abnormal Reflexes and Their Influence on Motor Behavior" (B. Evans, L. Summers), "Your Child Grows and Develops Through Play" (S. Smith), "Legal Rights of the Handicapped" (S. Zimmerman), and "Health, Life and Hospital Insurance as it Relates to Families of Deaf-Blind Children" (J. Wigen). (DLS)

ED 163 746 EC 112 861

Flanzer, Jerry And Others

Early Prevention of School Failure: The Multiple Model Preschool Program.

Pub Date-Nov 78

Note-13p.; Paper presented at the Annual Meeting of the American Association of Psychiatric Services for Children (29th, Washington, D.C., November 16-20, 1977); Document may not reproduce well in hard copy due to poor quality of the original

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Demonstration Projects, *Early Childhood Education, *Individualized Programs, *Parent Participation, *Parent School Relationship, *Prevention

Identifiers-*Multiple Model Preschool Program

The Multiple Model Preschool Program (MMPP) is a 3-year research and demonstration project which stresses the prevention of deficits keeping many children from obtaining optimal development and achieving academic success. The MMPP incorporates three emphases: 1) the inclusion and meaningful involvement of parents; the establishment of strong home-school relations; and the provision of individualized educational programing to meet the differing needs of children. The program involves four phases beginning with interaction between teacher, child, and parent in the child's home and leading to a school-based experience. A detailed description of the design and implementation of Phase One illustrates the approach to early childhood programing characterized by this project. (SBH)

ED 163 179 CE 018 170

Keeves, J. P. And Others

Educating for Literacy and Numeracy in Australian Schools. Australian Education Review, Number 11.

Australian Council for Educational Research, Hawthorn.
Pub Date-78
Note-69p.
Available from-The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria, Australia 3122 ($4.00)
Document Not Available from EDRS.
Descriptors-*Achievement Tests, *Educational Policy, Elementary Secondary Education, Ethnic Groups, Handicapped Students, Language Handicaps, *Literacy Education, *Mathematics Education, Minority Group Children, *Performance Factors, Preservice Education, Reading Skills, Rural Urban Differences, School Surveys, Skill Development, *Skills, Writing Skills
Identifiers-Australia

This review summarizes the main findings of an Australian study designed to (1) identify specific tasks and competencies associated with literacy and numeracy, (2) to prepare appropriate literacy and numeracy performance tests, (3) to estimate the percent failing to attain basic literacy and numeracy skills, and (4) to specify relationships between various variables (e.g., sex, age, and race) and the attainment of basic competencies. The sample was composed of 6,628 ten-year-old students and 6,247 fourteen-year-old students. The study found that most students in Australian schools were able to read, write, and calculate satisfactorily so that they could learn effectively from books and were not handicapped in daily life transactions. Nevertheless, a minority of students, approximately 25% of the fourteen-year-old group, who would shortly be free to leave school, had not achieved mastery of basic tasks included in the tests. The review also draws implications from the evidence for educational policy and practice. If a change is to take place, then it must ultimately be brought about by classroom teachers working with children experiencing learning difficulties. It is the responsibility of teacher educators to ensure that classroom teachers are prepared to undertake this important work. (CSS)

ED 163 384 CG 013 158

Bornstein, Philip H. Hamilton, Scott B.
Increasing Reactivity and Accuracy of Parental Self-Observation.
Pub Date-78
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, Case Studies, Feedback, *Interaction Process Analysis, *Parent Child Relationship, *Parent Reaction, Parents, *Reactive Behavior, Research Projects, *Self Evaluation, Training Techniques, Verbal Communication

The parents of a six-year-old disruptive boy were observed interacting with their son during 20 assessment-oriented, 10-minute experimental sessions. An experimental design consisting of alternately arranged baseline and self-monitoring conditions was utilized. Following the reversal-to-baseline phase, parents were given specialized training in self-recording positive parental praise. Results indicated that self-monitoring of positive verbalizations was an effective means of producing reactive changes in parental behavior, and training in self-monitoring increased parent-observer accuracy scores to more than acceptable levels of self-recording positive parental praise. Results indicated that self-monitoring of positive verbalizations was an effective means of producing reactive changes in parental behavior, and training in self-monitoring increased parent-observer accuracy scores tomore than acceptable levels of agreement. These findings are discussed with regard to the simplicity of a parental self-observational intervention, and recommendations are made for continuing investigations in the area. (Author)

ED 163 407 CS 004 511

Bogle, Meta Eloise
Conceptual and Perceptual Elements in Sight Word Identification.
Pub Date-May 78
Note-22p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Auditory Discrimination, *Beginning Reading, *Decoding (Reading), *Listening Skills, *Phonetics, Phonetic Transcription, Primary Education, Reading Instruction, *Reading Research, Sight Method, Sight Vocabulary, Visual Discrimination, *Word Recognition
The responses of 84 children (42 in kindergarten and 42 in first grade) while trying to identify sight words that were similar in sound (bowl/pole), similar in sound and shape (boat/boot), or dissimilar (cup/moon) yielded information about phonetic composition as a source of information by which beginning readers identify sight words. The responses occurred under both auditory and pictorial stimulus conditions. The results show that in the auditory condition correct responses occur more frequently when words are similar in sound and shape, while in the pictorial condition correct responses occur more frequently for words similar in sound only. Mental age was related to more correct responses for all three classes of words. These findings suggest that the selection of reading materials, approaches, and strategies should reflect the attitude that reading is not just a visual activity, and that teachers should attend to the listening skills of beginning readers as well. (RL)

ED 163 430 CS 004 539

Pike, Ruth

Linguistic Structure, Memory and Reading.

Pub Date-Apr 77
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, Grade 5, Grade 6, *Language Development, Language Research, *Linguistic Patterns, Linguistic Theory, *Performance Factors, *Reading Ability, Reading Comprehension, *Reading Research, *Recall (Psychological), Semantics, Syntax, Written Language
Identifiers-*Oral Language

The relationship between developing oral language skills and reading skills was examined in a study involving 65 fifth and sixth grade children. The subjects' reading ability was tested on the comprehension and accuracy scales of a standardized reading test. The oral language measure was a recall task for verbal material of varying linguistic content. The results showed that skilled readers differed from poorer readers in their use of semantic and syntactic information rather than in verbal memory span and that there may be no general relation between oral and written language but rather relationships between specific language variables and specific reading tasks. In addition, the ability to utilize syntactic information appeared to be a performance-limiting factor in reading comprehension. The findings suggest that some children may fail to progress in reading because they are delayed in the ability to recognize and exploit syntactic structure. (Author/FL)

ED 163 566 EA 011 003

A Resource Compendium and Profile of the Rumson-Fair Haven Senior Elective Program.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 75
Note-82p.; For related documents, see EA 011 002-010; Photos may not reproduce clearly ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Business Education, *Course Descriptions, Educational Alternatives, Elective Courses, English, High School Curriculum, Industrial Arts, Languages, Mathematics, *Participant Satisfaction, Program Descriptions, Sciences, Senior High Schools, Social Studies, Student Attitudes, *Teacher Attitudes, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program

The Rumson-Fair Haven Senior Elective Program encourages high school students to complete graduation requirements early enough to leave the senior year free for relaxed investigation of a number of topics through elective courses and independent study. The incorporation of such concepts as open-space teaching, the open campus, work experience opportunities, and minicourses has helped the program succeed in the views of both teachers and students, as revealed through a series of interviews. This document consists of two parts: a review of student and teacher attitudes toward different aspects of the program and a listing of 76 minicourses that is designed to give educators an overview of the program curriculum. Information included in the course listing includes course content, teaching styles and student parameters, evaluation methods, scheduling requirements, and texts. (Author/PGD)

ED 163 654 EA 011 142

Achilles, C. M.
GALLUPing to the POLLS or Hitching Your Bandwagon to a Slogan.
Pub Date-Oct 77
Note-8p.; Paper prepared for Secondary School Principals, ETEA
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, Educational Administration, Educational Change, *Educational Innovation, *Educational Philosophy
Identifiers-*Back To Basics Movement, Basic Education
Today's educators sometimes make unthinking hasty decisions based on a Gallup Poll'' mentality that holds that whatever the majority of the people want should be implemented. Educators, bowing to public pressure, are sometimes too quick to jump on any bandwagon. One such bandwagon is the current back to basics movement. Insofar as back to basics means turning one's back on everything learned about education in the past, it is a sign that people are not thinking clearly. The basics movement, in emphasizing merely how to read, write, and calculate, fails to emphasize the high importance of what a person reads, writes, and calculates about. Of course, the bandwagon effect is not always bad. For instance, the accountability movement has produced many positive as well as negative effects. Educators, however, must learn to critically question new movements. They must ask not only how to implement new ideas but why they must be implemented. Gallup polls and bandwagons can provide indicators of the proper direction to move, but these indicators must be used wisely. Polls and bandwagons are no substitute for wisdom. (Author/JM)

ED 163 698 EC 112 694

The White House Conference on Handicapped Individuals. Summary. Final Report.

Report No.-DHEW-OHDS-78-22003
Pub Date-78
Note-140p.; For related documents, see EC 103 351 - 353 and EC 112 694
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00563-8)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Administrative Policy, *Conference Reports, *Federal Legislation, Federal Programs, *Handicapped Children, Local Government, *Policy, State Action
Identifiers-*White House Conference on Handicapped Individuals

The summary documents the work of the delegates to the White House Conference on Handicapped Individuals and the resolutions they developed, with emphasis on those elements that can be implemented at the federal, state, or local level. The report gives the history and background of the conference; a list of the participants; highlights of speeches and events; the recommendations receiving the top three votes on each of 287 issues considered at the conference; a summary of the resolutions, meetings, and seminars; and the major findings (such as, The lack of an organized human services delivery system as well as the lack of a rational system of economic support for handicapped persons is a major concern''). (PHR)

ED 163 360 CG 013 074

McGehee, Lockie Jayne, Ed.
Analysis and Selection of Training Resources in Aging.
Pub Date-78
Grant-AOA-90-A-1048
Note-151p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Communication Skills, *Course Organization, *Curriculum Development, *Gerontology, Instructional Aids, Manuals, Resource Materials, *Senior Citizens, Simulation, *Social Adjustment, *Training
This collection of training resources is designed to assist anyone involved in training in the field of aging to identify useful resources. With an emphasis on compiling evaluative date KWIC (Key Word Indexed Collection) collects, screens, and indexes materials suitable for training practitioners, researchers and older persons. The materials reviewed in this handbook address the following areas of concern: curriculum design, information resources, how-to resources and training manuals. Addresses, application scope, methodology and critique of each model is included. (BN)

ED 163 475 CS 204 542

Turk, Peter B.

Children's Television Advertising: An Ethical Morass for Business and Government.

Pub Date-Aug 78

Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Broadcast Industry, *Child Advocacy, *Childrens Television, Conflict, *Ethical Values, Federal Regulation, Marketing, Mass Media, *Television Commercials

Identifiers-*Advertising, *Federal Trade Commission

Differing ethical approaches increase the confusion of the controversy over children's television advertising between the Federal Trade Commission (FTC) and representatives of marketing and broadcasting. Marketers and broadcasters base the argument for the status quo on teleologic (situational accommodation) grounds; namely, the competitive nature of the marketplace makes it unthinkable for individual companies to institute any unilateral reforms in children's advertising practices. The FTC Staff Report on Television Advertising to Children'' is based on a deontologic (sense of moral right) ethical stance based on idealism and professional training to protect the underdog. Each side overplays threats and harms knowing that compromise is the inevitable result of differing opinions. However, the stances of the adversaries leave little room to consider such alternatives as reducing commercials permitted during children's television, expanding the definition of children's programing, increasing the authority of the Federal Communications Commission to institute sanctions for code offenders, and taxing station promotions in order to subsidize children's information spots to fill the time left by reducing the number of commercials. (TJ)

ED 163 520 CS 204 608

Shachter, Jaqueline
Self-Image Books as Soul Food.''
Pub Date- 77
Note-13p.; Bibliography prepared at Temple University
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescent Literature, *Annotated Bibliographies, *Behavior Development, *Bibliotherapy, Childrens Books, Elementary Secondary Education, *Emotional Response, Fiction, *Handicapped Children, Motivation, Nonfiction, *Self Concept

Intended as a guide in choosing books for use in bibliotherapy, this annotated bibliography lists selections that stress the development of self-image. An account of the author's personal experience with the materials introduces each section. The bibliography is divided according to the following headings: overcoming physical disabilities, courage, friendship, family living, and growing up. Both fiction and nonfiction are included and the books are arranged by level (lower grades, middle grades, and upper grades). (MAI)

ED 163 544 CS 502 328

Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International," August and September 1978 (Vol. 39 Nos. 2 and 3).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Alcoholism, Annotated Bibliographies, *Communication (Thought Transfer), Court Cases, *Doctoral Theses, Elementary Education, Feminism, Group Dynamics, Higher Education, *Interaction Process Analysis, *Interpersonal Relationship, Persuasive Discourse, Principals, Rhetoric, Sex Differences, *Speech Communication
Identifiers-*Communication Research, Nixon (Richard M), Political Campaigns

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: the rhetorical dimensions of nondiscursive, fragmentary communication; perceptions of persuasion situations and the question of transituational consistency of behavior; alcohol use and communication congruence among alcoholic and nonalcoholic married couples; the use by elementary school principals of persuasive communication techniques; a reconceptualization of rhetoric in a general systems framework; the rhetoric of the 1974 United States senatorial campaign in North Dakota; the sources of argument and strategies used in briefs presented to the Supreme Court in selected antitrust cases; the role of rhetoric in the political resurrection of Richard M. Nixon from 1963 to 1968; patterns of information processing in two self-analytic groups; self-concept and interpersonal response in the classroom; the rhetoric of contemporary feminist manifestos; communicative behavior of female and male interviewers and interviewees; the communication practice and theory of Gandhi and Mao Tse-Tung; the rhetorical theory of Karl Wallace; and approaches to the study of communication processes. (GW)

ED 163 587 EA 011 062

School-Based Decision-Making. Report on the National Conference (Sydney, Australia, June 1-4, 1977). Part II: Position Papers Prepared by the Main Groups of Participants.

Australian Schools Commission, Canberra.
Pub Date-May 78
Note-191p.; For a related document, see EA 011 061 ; Colored print may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Board of Education Policy, Citizen Participation, Conference Reports, *Decentralization, *Decision Making, Elementary Secondary Education, Foreign Countries, Parent Participation, Policy Formation, Private Schools, Public Schools, School Community Relationship, Student Participation, Teacher Participation
Identifiers-Australia, *School Based Decision Making

This publication presents papers prepared for the National Conference on School-based Decision-making in Sydney, Australia. Papers were prepared by both government and nongovernment school systems in each state and territory of Australia. The aim of this publication is to help school administrators, teachers, school boards, and others involved in school-based decision-making to gain insight into new approaches being adopted in Australian schools. In most cases, the papers deal with the same topics and are organized in the same way so that readers can compare different ideas on the same topics. Topics most frequently discussed include general policy considerations, who should make decisions, decision-making structures, and decision-making regarding areas of curriculum, student assessment, professional staff, ancillary staff, specialist staff, school buildings, school supplies, and finance. (Author/JM)

ED 163 633 EA 011 113

The Management Team.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-5p.; Chapter 13 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Annotated Bibliographies, Collective Bargaining, *Decision Making, Elementary Secondary Education, Leadership, Literature Reviews, Management, Management by Objectives, Planning, Principals, Superintendents, *Team Administration
Identifiers-*Decision Making Process

This chapter of "The Best of the Best of ERIC," Volume 2, contains 14 summaries of documents and journal articles on the management team, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as rationale for the development of management teams, improving the effectiveness of management teams, and the management team as a vehicle for sharing the decision-making process thereby improving the effectiveness of administrative decisions. (PKP)

ED 163 723 EC 112 741

Simpson, Robert G. Schweisguth, Carol

Career Education: A District-Wide Program including Special Needs Students at the Elementary Level.

Pub Date-78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academically Gifted, *Career Education, *Curriculum Design, Elementary Education, *Handicapped Children, *Program Descriptions

A total career education program (for regular, academically advanced, and special elementary classes) is described and recommendations for program implementation and implications for replication in other settings are presented. It is explained that the program emphasizes such areas as decision making processes, self understanding, basic academic skills, and positive work values and habits. Identified are the following techniques for integrating career education into the academic curriculum: interviews with persons from different career fields; individual research; group discussion; role playing; learning centers; field trips; and career theme bulletin boards. Various components are suggested for successful implementation, including administrative support at all levels, positive teacher attitudes towards career education and towards handicapped students, and definition of personnel roles within the program. (BD)

ED 163 217 CE 018 716

Salisbury, Robert H.
Key Concepts of Citizenship: Perspectives and Dilemmas.
Office of Education (DHEW), Washington, D.C. Citizen Education Staff.
Report No.-DHEW-OE-78-07005
Pub Date-78
Note-68p.; For related documents see CE 018 713-717
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavior Patterns, *Citizen Participation, Citizen Role, *Citizenship, Community Action, *Community Education, Community Support, *Democracy, Democratic Values, Policy Formation, Self Actualization

This paper, the fourth in a series of five on the current state of citizen education, examines citizen participation in contemporary democracy. The content is presented in four parts. The first covers the areas of citizen participation and levels of analysis and includes the domains of citizenship, citizenship as behavior, and micro and macro levels of citizenship. The second part on the concept of participation deals with instrumental citizen participation, supportive participation, citizenship as compliance, and self-interest and consensus. The next part examines patterns of citizen activity, including modes of participation, dimensions of participation, and participation and community policymaking. The last part discusses participation and individual fulfillment. The appendix contains the comments of those who reviewed this paper. (EM)

ED 163 256 CE 018 943

Winegar, Gary

Common Core Curriculum for Vocational Education. Category B: Cooperative Relationship. B-2: Advisory Councils.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-30p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971

Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Advisory Committees, Cooperative Programs, *Core Curriculum, Federal Legislation, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Program Development, Resource Materials, *Teacher Education Curriculum, *Vocational Education

This module on advisory councils is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) purpose and function of advisory councils; (2) state and federal regulations of advisory councils; (3) organizing advisory councils; (4) implementing and evaluating advisory councils; and (5) other advisory resources. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 291 CE 019 023

Haverland, Edgar M.
Technical Training for Managers.
Human Resources Research Organization, Fort Bliss, Tex. Div. 5.
Spons Agency-Department of the Army, Washington, D.C.

Pub Date- May 66
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Decision Making Skills, Job Skills, Leadership Responsibility, *Management Education, Management Systems, Mechanical Skills, *Military Training, Officer Personnel, *Operations Research, Programed Instruction, *Supervisory Activities, Supervisory Training, Technical Education
Identifiers-Army, United States

The question has arisen as to what kind of information a manager without extensive technical training needs to learn to supervise effectively. For example, the Nike Hercules fire control platoon leader, usually an officer in his first active duty assignment, seldom has had extensive technical training. Yet he is responsibile for the operation/maintenance of complex equipment and the supervision of thirty to fifty men with varied experience. He must also qualify as a battery control officer. In developing the manager's training program, a basic premise formulated was that the officer must be able to determine whether the system is operating satisfactorily. The operation was analyzed to determine the major functions necessary for the unit to successfully fire a missile. Checks and procedures to determine whether the functions were being satisfactorily accomplished and the significance of those findings were selected as part of an educational program. About twelve student-hours of programed instruction were written covering selected checks and procedures, and tests were constructed to measure the amount of technical information learned. In summary, this training approach emphasizes the definition of the officer's role as a technical supervisor and the rationale for selecting a basic, minimum set of technical information. (CSS)

ED 163 312 CG 012 996

Settles, Robert B. Crisler, Jack R.
Structure, Function, and Training the Rehabilitation Team.
Pub Date-22 Mar 78
Note-13p.; For related document see CG 012 995
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cooperation, *Delivery Systems, Group Unity,
*Interdisciplinary Approach, Interprofessional Relationship, Mental Health Clinics, Program Descriptions, *Rehabilitation, Team Training, *Teamwork, Therapeutic Environment

The traditional team concept in rehabilitation is a differentiated team in which each member performs a different function. In practice, such teams are rarely cooperative and their additive services are disjointed. Presented is the philosophic rationale for the revitalization of a large rehabilitation center serving mental patients. Reorganization of the service component was built around cooperative team function. Team composition, function, and training provided are described. The pivotal concept is impact on a client through cooperative effort. Unlike most expert teams, the client also holds team membership, and often serves to keep the team on track. Team composition is defined operationally, and the nucleus of team training is briefly described. Data were collected on the effectiveness of the project and are reported briefly. (Author)

ED 163 336 CG 013 027

Preparing Teenagers for Parenthood. Final Report.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Note-22p.; For related document see CG013026
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Agencies (Public), Curriculum, *Delivery Systems, Family Life, Group Dynamics, *Outreach Programs, *Parenthood Education, Program Descriptions, Reproduction (Biology), *Sex Education, Teenagers, *Youth Problems

An Education for Parenthood demonstration project coordinated by the National Federation of Settlements and Neighborhood Centers is described. Individual summaries are given for each of the five sites selected to implement the Preparing Teenagers for Parenthood (PTP) program. The list of primary program objectives contains both psychosocial/behavioral and informational goals. Also included is a description of the group formation process, including some underlying group goals; an outline of the basic program curriculum; and a list of resources. A stated conclusion is that the PTP approach enables teenagers to develop a base of factual knowledge from which they can make intelligent choices having significant impact on their lives, and that this is eventually reflected in their parent or nonparent roles. (Author/BP)

ED 163 498 CS 204 570

MacDonald, Dick Russell, Catherine
Journalism Education in Canada.
Pub Date-Oct 77
Note-34p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Curriculum Design, Educational Research, Foreign Countries, Higher Education, *Job Placement, *Journalism Education, Program Content, Questionnaires, *School Surveys, Statistical Data, *Teacher Qualifications
Identifiers-*Canada
Twenty-four of the 35 Canadian schools with formal journalism programs responded to a survey conducted to collect data about enrollment, curricula, faculty background in journalism, and the ability of journalism graduates to find jobs in the profession. Highlights of the results are as follows: there are an estimated 3,300 journalism students in Canada, with an average program enrollment of 94 students (reporting schools had from 10 to 575 students in their programs); most of the curricula revolve around student internships on campus or local newspapers, with course materials reflecting student/faculty reactions to current events; and a majority (78%) of Canadian journalism graduates in 1976 secured journalism-related jobs. That Canadian journalism schools stress previous journalism experience in their prospective faculty members is indicated by the fact that current faculty members at the responding schools have an average of seven years of journalistic experience. (A list of the responding schools and a copy of the questionnaire are provided.) (RL)

ED 163 609 EA 011 088

Williams, M.
A Survey of Parental Involvement in Government Secondary Schools. Discussion Paper No. 3.
Western Australian Education Dept., Perth. Research Branch.
Pub Date-May 78
Note-46p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Decision Making, Educational Research, Family Involvement, Foreign Countries, Parent Attitudes, *Parent Participation, *Parent School Relationship, Questionnaires, Secondary Education, *Secondary Schools, *Surveys
Identifiers-*Australia (Western Australia)

This study attempted to determine how much parents were involved in Western Australian secondary schools and how satisfied they were with their involvement. Subjects included almost 2,000 families with children in one of sixteen secondary schools that were a sample of schools of differing sizes, in several types of communities in both rural and metropolitan locations. Subjects completed questionnaires brought home from school by children. Results indicated that scarcely any parents believed there was too much parent involvement in secondary schools. Only a small minority were seeking greater influence over school decision-making. Less than a quarter reported attending a parents' or citizens' meeting in 1977. More than 70 percent of parents said they were satisfied with the way the school kept them informed. Few parents wanted more use of school facilities. Although half the parents were willing to help at school, only a quarter had done so. Two schools in less affluent neighborhoods had low parental involvement, and parents in these districts wanted more involvement. The two schools with the most parental involvement were an affluent metropolitan high school and a school in a large country town. There was no evidence parental involvement varied with school size. (Author/JM)

ED 163 747 EC 112 877

Halloran, William And Others

Vocational Education for the Handicapped: Resource Guide to Federal Regulations.

Texas A and M Research Foundation, College Station.; Texas Education Agency, Austin.; Texas Regional Resource Center, Austin.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.-DHEW-OE-498AH70179
Pub Date-Apr 78
Grant-G00770025 36
Note-267p.; Not available in hard copy due to marginal legibility of print
Available from-Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Definitions, Elementary Secondary Education, *Federal Legislation, *Federal Regulation, Financial Policy, *Handicapped Children, Individualized Programs, Staff Improvement, Student Placement, *Vocational Education

The report analyzes regulations and considers implications for special and vocational educators of Section 504 of the Rehabilitation Act of 1973, the Education for All Handicapped Children Act, and the Vocational Education Act of 1963, amended in 1976. Initial sections focus on the content of the laws, while a separate chapter compares the regulations and considers implications for such aspects as definitions, educational placement, individualized education programs, personnel development, funding, and vocational guidance and counseling. Nearly one-half of the document is composed of appended Federal regulations. (CL)

ED 163 163 CE 017 486

Belitsky, A. Harvey

Productivity and Job Security: Case Studies of Continuing Education for Engineers, Technicians, and Managers.

National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date-78
Note-55p.; For related documents see ED 149 142 and CE 018 809 ; Best copy available
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00529-8)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adult Education, *Case Studies, Continuous Learning, Employer Employee Relationship, *Engineers, Local Government, *Management, On the Job Training, *Paraprofessional Personnel, Productivity, *Professional Continuing Education, Professional Training, Staff Improvement, Technological Advancement, Tenure, Vocational Adjustment
Identifiers-International Business Machines, Municipal Training Division PA, Xerox Corporation

This report, the third in a series on productivity and job security, presents three case studies which detail various forms of continuing education and training. Four important factors in the cases are identified: employment stability, management support for training, adaptation to changing job requirements, and training evaluation. The first case study from IBM states that despite educational opportunities, plus strong assurance of enduring employment, many mature engineers did not enroll in job-related courses. IBM is now attempting to motivate engineers through job redesign and other measures. Case 2 is concerned with a Xerox training approach which provides continuing education through the corporation and educational institutions. It is suggested that Xerox may be able to develop internally most of its senior managers rather than hire new managers from outside. The third case history is a study of the provision by a Pennsylvania state agency of training to municipal employees. One implication drawn from this study and the IBM study is that eliminating the costs of training may be an insufficient stimulus for participation. Steady employment is cited as an important element. (Two earlier reports in this series are also available see note.) (CSS)

ED 163 198 CE 018 473

Russ, Anne J., Comp.

Sex-Role Stereotyping in Occupational Education: A Selected Bibliography for Educators.

State Univ. of New York, Ithaca. Cornell Inst. for Occupational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; New York State Education Dept., Albany.
Pub Date-Sep 78
Contract-VEA-78-3A-903
Note-20p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Career Education, Females, Males, *Secondary Education, Secondary School Students, *Sex Discrimination, Sex Role, Sex Stereotypes, *Vocational Education, Womens Education, Working Women

This annotated bibliography on sex role stereotyping in occupational education documents the background resources consulted during a project for the Cornell Institute for Occupational Education. It is divided into three sections: resources for and about secondary students (fourteen entries), resources for vocational and career educators (twenty-nine entries), and resources of general interest (twenty entries). The bibliography includes convention papers, research reports, books, questionnaires, booklets, articles, and kits. Each item includes author, title, and source and is followed by a brief description. Most of the materials were published since 1970. Several extensive bibliographies are indicated by asterisks. (LMS)

ED 163 237 CE 018 909

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume X: Medical Lab Technician.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-55p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Medical Laboratory Assistants, *Medical Technologists, Occupational Clusters, *Task Analysis

An analysis of survey responses from a sample of medical laboratory technicians on competency characteristics for their occupation is presented in this document. (Medical laboratory technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 408 CS 004 514

Cohen, Karen M. And Others
Models of Efficient Reading.
International Reading Association, Newark, Del.
Pub Date-78
Note-79p.
Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 524, $3.00 member, $4.00 non-member)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Cognitive Processes, *Efficiency, Elementary Secondary Education, *Eye Movements, Higher Education, *Information Processing, Literature Reviews, Models, *Reading Processes, *Reading Research, Reading Skills, Research Needs

The three papers in this book treat the experimental literature on eye movements in reading and information processing to determine what factors might be manipulated to improve reading efficiency. The first paper discusses control models of eye activity in reading, research data concerning eye activity with reading material, and future directions for research in this area. The second paper examines the notion of processing efficiency in reading, reviews a model that deals explicitly with automatic information processing in reading, discusses relevant research, and suggests procedures for studying the efficiency of reading skills. The final paper critically reviews the Human Information Processing (HIP) approach to reading, assessing its utility both as a theory of how people read and as a possible guide to pedagogical practice. (GW)

ED 163 453 CS 004 569

Rawson, Margaret B., Ed.
An Interdisciplinary Journal of Specific Language Disability. Volume 26.
Orton Society, Towson, Md.
Pub Date-76
Note-154p.; Parts may be marginally legible due to small print
Available from-The Orton Society, Inc., 8415 Bellona Lane, Towson, Maryland 21204 ($6.00 plus $0.60 postage and handling; reprints: 1-10 pages, $0.60; 11-15 pages, $0.75; 16-20 pages, $1.00)
Journal Cit-Bulletin of the Orton Society; v26 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Dyslexia, Elementary Secondary Education, Junior Colleges, Language Development, *Language Handicaps, *Language Skills, *Learning Disabilities, Parent Participation, Reading Diagnosis, Reading Failure, *Reading Instruction, Remedial Reading, Small Group Instruction, *Special Education, Writing Skills

This bulletin is published annually in the interest of children with learning disabilities, language disabilities, or dyslexia. Specific topics covered in the nine articles include: the advantages of being dyslexic; the neuropsychological aspects of reading and writing; the study of dyslexia, including two trends and a neuropsychological model; language development in children; small group instruction for language skills improvement; written expression; language and learning therapy in a community college; helping parents to help their children; and the dyslexic in the classroom. (FL)

ED 163 521 CS 204 610

Hornburger, Jane M.

A Lesson Plan to Help Children Identify Racial Stereotypes.

Pub Date-77
Note-9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Stereotypes, Changing Attitudes, *Childrens Books, Elementary Education, *Evaluation Criteria, Evaluative Thinking, *Lesson Plans, *Racial Attitudes, *Teaching Techniques

Designed to help children identify the racial stereotypes that occur in the content and illustrations of some children's books, this lesson plan presents a list of evaluative criteria and applies these standards to two contrasting short stories. The plan concentrates on the child's reaction to character development in both stories and includes discussion questions, activities, small group discussions, and a list of 11 thought questions intended for discussion and writing assignments. The texts of the two short stories are included. (MAI)

ED 163 655 EA 011 143

Allison, Derek J.

Schools: Bureaucracies, Flexible Systems, Anarchies or What? A Consideration of Alternative Image Production in Educational Administration.

Pub Date-Jun 78
Note-24p.; Paper presented to the Canadian Association for the Study of Educational Administration; Page 3 may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Administration, Educational Research, Elementary Secondary Education, Models, *Organizational Theories, *School Organization, Scientific Methodology, Systems Approach
Identifiers-Garbage Can Theory, Theory of Flexible Systems

The workings of schools have not received the attention due them in the study of educational administration. We need to generate new "images" or models of school organization that are more congruent with reality. These models need to be refined through expression and discussion and selected and changed through scientific methodology. Although this idea is nothing new, it has been given little attention. In the past, instead of generating theories by observing schools, we have borrowed inappropriate models from administrative science and organizational theory. Popular models of school organization like Weber's ideal bureaucracy are of questionable validity. We need to formulate new models by focusing on how schools are different from other organizations. They are human service organizations that do not have to attract clients, must deal with children, and have members that are unusually autonomous, among other differences. Several recent theories of school organization are worthy of consideration. The "garbage can" theory or organized anarchy theory holds that because schools have unclear goals, changing membership, and indeterminate technology, unpredictable activity and anarchy are the characteristic state of affairs. The theory of flexible systems holds that schools are made up of many elements that couple and uncouple. (Author/JM)

ED 163 677 EC 112 452

Pre-Vocational/Vocational Needs of Deaf-Blind Youths-Conference Proceedings South Caroline Department of Education.

South Atlantic Regional Center for Services to Deaf-Blind Children, Raleigh, N.C.; South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.
Pub Date-Jun 78
Note-111p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adventitiously Handicapped, Conference Reports, Congenitally Handicapped, *Deaf Blind, Delivery Systems, Exceptional Child Services, Individual Characteristics, Parent Participation, *Prevocational Education, Resources, *Severely Handicapped, *Special Education, Student Rights, *Vocational Education, Youth

The document contains proceedings of the June, 1978 conference on the pre-vocational and vocational needs of deaf/blind youth. The report on the conference (which was conducted by the South Carolina Department of Education) consists of the following chapters and authors: A Declaration of Rights of Deaf/Blind Persons'' (G. Lauhorn), Characteristics and Potentials of the Deaf/Blind Population - A Description of their Diverse Functioning Levels'' (J. Tanana), National Resources Serving the Deaf/Blind Youth - Helen Keller National Center and Helen Keller Affiliates'' (D. Wyrick), A Time for Parents to Think - Future Needs of Deaf/Blind Youth Approaching Adulthood'' (M. Burley), National Trends in Service Delivery Adults'' (J. Burton), Vocational Potentials of Congentially and Adventitiously Deaf/Blind Persons'' (H. Anderson), Pre-Vocational Services Provided to Deaf/Blind Youths at the California School for the Blind'' (E. Greenleaf), An Overview of Pre-Vocational Programming for the Deaf/Blind'' (M. Minihane), Pre-Vocational Services Provided to Deaf/Blind Youths at the New York Institute for the Blind'' (B. Kappen). (PHR)

ED 163 699 EC 112 695

The White House Conference on Handicapped Individuals. Volume Three: Implementation Plan.

Report No.-DHEW-OHDS-78-25512
Pub Date-Jun 78
Note-303p.; For related documents, see EC 103 351 - 353 and EC 112 694
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 040-000-00395-9)
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Access to Education, *Administrative Policy, Architectural Barriers, *Civil Rights Legislation, *Conference Reports, Decision Making, Discriminatory Attitudes (Social), *Federal Legislation, *Handicapped Children, Minority Groups, National Programs, *Policy, Program Planning, Veterans
Identifiers-*White House Conference on Handicapped Individuals

The document is a guide to legislative and administrative implementation of the recommendations of the White House Conference on Handicapped Individuals. The report is divided into the following three sections: (1) priority action items, such as formulation of national policy and consumer involvement in planning and decision making; (2) major findings, for instance, the cross cutting concern for public awareness and the need for attitudinal change; and (3) 15 areas in which action is recommended, displayed in terms of the type of action (federal, state, or local), and, in the case of federal action, the agency responsible and a target completion date. Following is a list of the areas covered in the document: architectural accessibility and safety, attitudes and awareness, civil rights, communication, cultural and leisure activities, economics, education, government organizations and practices, health, housing, services to disabled veterans, special populations handicapped aged persons, minority handicapped persons, and transportation. Appendixes include: a description of the White House Conference Papers (volumes I-III), a glossary of acronyms and terms, a general cross index, and a list of the directors of the State White House Conferences. (PHR)

ED 163 180 CE 018 173

Patten, W. George

Additional and Realistic Dimensions for Adult Basic Education - ABE for Real?

Pub Date-Oct 77
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Basic Education, Adult Education, Ancillary Services, *Community Programs, *Comprehensive Programs, Educational Finance, Educationally Disadvantaged, Educational Philosophy, Federal Aid, Job Development, Job Placement, Job Training, *Manpower Development, Objectives, Remedial Programs, State Aid, Technical Education, Unemployment, Vocational Counseling, *Vocational Education, Vocational Training Centers
Identifiers-United States

Adult basic education (ABE) programs are not adequate to prepare the unemployed and undereducated to gain entry into the labor market and conceivably higher education. Some indications of the scope of the problem can be seen in a recent Division of Adult Education, U.S. Office of Education, report which indicated that more than fifty-one million adults do not have a high school diploma. We need more realistic remedial and vocational training programs for adults. We need comprehensive programs funded and supported by federal and state government. Many have suggested remedies for various weaknesses in the ABE approach. The following suggestions are offered to provide a more comprehensive training program than ABE affords for adults who need basic training for gainful employment: (1) establish community based training centers, (2) include a variety of occupational-vocational training programs, (3) provide job development, counseling, and placement services, (4) establish day care centers, and (5) initiate programs with definite goals and objectives. These suggestions point out the need for substantial federal allocations and a revision of the state approach to program sponsoring. (CSS)

ED 163 274 CE 018 961

Schramm, Duayne

Common Core Curriculum for Vocational Education. Category E: Curriculum Design in Vocational Education. E-2: Applying Learning Theory to Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-30p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, *Curriculum Design, Higher Education, Learning Activities, Learning Modules, *Learning Theories, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education

This module on applying learning theory to vocational education is one of a set of three on curriculum design in vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) examining what is meant by learning; (2) identifying and describing various learning theories; (3) determining how learning theories are related to education; (4) determining how learning theories are related to vocational education; and (5) relating how an understanding of learning theory is essential for developing curriculum design in vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 361 CG 013 075

Worzbyt, John C.

Elementary School Guidance: Program Planning, Organization and Implementation.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-Jan 78
Note-179p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Elementary Education, *Elementary School Counselors, *Guidance Objectives, *Guidance Programs, *Needs Assessment, Organization, Program Descriptions, *Program Development, Program Improvement

This monograph is designed to assist individual schools to plan for, organize, implement, and manage their own elementary school guidance programs. Those school districts supporting a centralized team planning approach to program development will also find the monograph useful, but may wish to adapt some of the suggestions to fit their own organizational structures. For those school districts already having elementary school guidance, the monograph can be of assistance in providing suggestions for program review, reorganization if it is desired, expansion, and evaluation. And to the guidance counselors themselves, who often have the primary responsibility of insuring for an effective guidance program, the monograph will surely prove to be a useful resource. Chapters deal with all aspects of guidance program development, including needs assessment, planning and organization, program implementation, and program evaluation. (Author)

ED 163 385 CG 013 159

Jason, Leonard A. And Others
Evaluating a School Primary Prevention Program.
Pub Date-Aug 78
Note-30p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Basic Skills, *Behavior Development, *Classroom Research, Elementary Education, Elementary School Students, Intervention, *Peer Teaching, Program Evaluation, Remedial Programs, Research Projects, *Skill Development, *Student Behavior, Training Techniques, *Tutoring
Peer tutoring programs represent an innovative approach for optimally utilizing resources existing within classrooms. While most tutoring programs are aimed at helping tutees or tutors with academic difficulties, this study involved all children in two classrooms in a peer tutoring project. A multiple baseline design indicated that prompting was effective in establishing tutoring behaviors among the children. By the end of the program, children were using corrective feedback, re-presenting questions, and employing contingent praise. Positive findings were found in academic, behavioral, and consumer satisfaction indices. Also evaluated were two interventions directed at enhancing social skills in groups of first and third grade children. Triads were taught one of four social skills touching, asking questions, sharing or praising through a behavioral intervention consisting of instructions, modeling, behavioral rehearsal, feedback and reinforcement. While increases in social behaviors were noted, follow-up indicated substantial erosion in gains. In the ecological intervention, dramatic increases in sharing were noted for an isolate child after he was placed in a group whose members displayed high levels of sharing. Comparisons were made of the differential effectiveness of behavioral versus ecological approaches in establishing and maintaining behaviors. (Author)

ED 163 431 CS 004 540

Adams, Marilyn Jager
Models of Word Recognition. Technical Report No. 107.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-Oct 78
Contract-400-76-0116
Note-93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adults, Associative Learning, *Cognitive Processes, *Cues, Learning Processes, *Memory, *Reading Research, Retention, Verbal Stimuli, *Word Recognition
To develop a coherent description of the knowledge and processes involved in skillful word recognition, a study was devised in which 16 adults participated in four related experiments. The purpose of the first experiment was to examine some basic aspects of the processing of words, pseudowords, and nonwords and to discover basic differences in processing that might underlie the word advantage (the relative perceptibility of words, compared to that of nonwords). The second experiment assessed the contribution of whole-word and letter cluster cues to the word advantage. The other two experiments focused on whether the word advantage can be wholly explained in terms of response bias or sophisticated guessing. The study yielded these results: the word advantage is mediated by perceptual processes; in terms of basic information processing, the processing of words and nonwords appears to be quite similar; and although identity and positional information are extracted by separate mechanisms, they exhibit a mutual dependence. The results are compatible with a criterion-bias model that attributes the word advantage to the relationship among single letters and lexical units in memory. (A bibliography and appropriate tables are appended.) (MAI)

ED 163 567 EA 011 004

Beron, Newton

An Administrator's Manual for the Senior Elective Program.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-13p.; For related documents, see EA 011 002-10 ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.; Page 4 may not reproduce clearly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Role, Educational Alternatives, Elective Courses, Program Descriptions, *Program Development, *Program Guides, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program

This manual is designed to introduce educators to the basic issues in the implementation of a program for high school seniors featuring such options as elective minicourses, independent study opportunities, involvement of the student in community activities, and work-study programs. As created in Rumson-Fair Haven Regional High School in New Jersey, the program makes use of open space teaching and the open campus concept. The manual briefly discusses needs assessment, planning, community involvement, and scheduling procedures as they apply to the program and describes project components and a few resource materials. (Author/PGD)

ED 163 588 EA 011 065

Fillos, Rita M. Bailey, William J.
Survey of Delaware Superintendents' KPU.
Pub Date-May 78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Decision Making, *Educational Research, Elementary Secondary Education, Questionnaires, Research Needs, *Research Utilization, *School Superintendents, Superintendent Role, Surveys
Identifiers-Delaware
Since school superintendents' use of research findings appears to be poor, this study tried to determine superintendents' attitudes toward and utilization of educational research. A questionnaire was sent to 40 superintendents and deputy and assistant superintendents in Delaware. Return rate was 57.5 percent. Findings indicate that superintendents are capable of understanding and using the findings of educational research. Most use research reports for general background rather than for making a specific decision. The most popular source of research information comes from two journals "Phi Delta Kappan" and American Educational Research Journal." Almost half believe that political pressure rather than educational research is the prime motivator for educational change. The superintendents complain that research results are presented in poor form to aid decision-making. Researchers concluded that educational research will be used by superintendents only when it increases their power, and that they are seldom in a position to make decisions based on the fine points of research data. Courses and inservice training are needed to show use of research as an administrative tool. Furthermore, the person most likely to be in a position to use research findings is a supervisor, director, or principal rather than a superintendent. (Author/JM)

ED 163 634 EA 011 114

Parent Evaluation of Schools.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-4p.; Chapter 14 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies, Decision Making, Elementary Secondary Education, Evaluation Methods, Literature Reviews, Opinions, Parental Grievances, *Parent Attitudes, *Parent Participation, *Parent School Relationship, Parent Teacher Conferences, *Program Evaluation, School Community Relationship, Student Testing, *Surveys
Identifiers-*Parent Evaluation of Schools

This chapter of "The Best of the Best of ERIC," Volume 2, contains 11 summaries of documents and journal articles on parent evaluation of schools, all Secondary Education; *Parent Attitudes; Parent Teacher Conferences; Student Journals in Education." The materials included deal with various aspects of this topic, such as the use of opinion surveys to determine parent evaluation of school programs, school evaluation guides for parents, how to manage parent evaluation of schools, and methods for involving parents regularly in evaluations of school programs. (PKP)

ED 163 724 EC 112 742

McCormack, James E. Audette, Robert H.
Developing Twenty Four Hour Service Plans for Severely Handicapped Learners.
Massachusetts Center for Program Development and Evaluation, Medford.
Pub Date-Nov 76
Note-18p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cooperative Planning, *Delivery Systems, *Educational Planning, Exceptional Child Services, Program Development, *Program Planning, *Severely Handicapped, *Special Services
A coordinated 24-hour (school/residential) plan for determining service for severely and profoundly handicapped students is described. It is explained that the following service concepts are to be considered: whole person planning; integrated/cooperative planning; minimum interruption of the rhythm of existing activities, cost effective delivery at lowest possible level of sophistication; and least restrictive environment. Discussed is a recommended procedure (based on current performance of skills required in the current environment) requiring the following steps: determine existing daily schedule; determine current level of performance; identify alternative reactions to absent prerequisite components''; identify objectives affecting many skills/activities; determine support skills; allocate activity times and specific objectives; and identify support elements and equipment. (BD)

ED 163 218 CE 018 717

Harman, Willis W.
Citizen Education and the Future.
Office of Education (DHEW), Washington, D.C. Citizen Education Staff.
Report No.-DHEW-OE-78-07006
Pub Date-78
Note-94p.; For related documents see CE 018 713-716
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Citizen Participation, *Community Education, *Futures (of Society), Prediction, *Social Change, Social Influences, Technological Advancement, *Trend Analysis, Values
This paper, the last in a series of five on the current state of citizen education, forecasts likely societal futures and explores the effectiveness of specific citizen education interventions within varied societal contexts. The content is presented in four parts. The first part summarizes the tasks of citizen education in the preparation of effective citizens and the enfranchisement of citizens. The second part on alternative future contexts discusses the importance of interpretive concepts, the basic long-term modernization trend, the emergence of countertrend forces, tendencies opposing the modernization trend, and a developing vision of a transformed society. The next part discusses four critical issue areas: energy and environment, work and citizen roles, the fundamental role of industrial-economic rationality, and knowledge of values and goals. The last part examines the type and probable efficacy of citizen education interventions in each of the following four cases: extrapolative future: citizen education going with''; extrapolative future: citizen education opposing; transforming future: citizen education going with''; and transforming future: citizen education opposing. Several critiques are appended. (EM)

ED 163 313 CG 012 998

Kearney, Deborah And Others

Parental Age and the Effectiveness of Modeled Behavior and Modeling Cues.

Pub Date- 76
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age, Child Psychology, *Children, Cues, *Identification (Psychological), *Modeling (Psychological), Observational Learning, *Parent Child Relationship, *Parents, Research Projects, Role Models, Socialization, Task Performance

A two-group independent design was employed to study the relationship between parental age and modeling effectiveness. Subjects were 50 mother-father-child triads. The child's baseline data was recorded on a task that involved constructing a specified geometric shape on a pegboard. Then the child was asked to construct another shape modeling his parents. Evaluators recorded data on task completion, time, number and color of pegs used, sequence of peg placement, and type and number of parental modeling cues. Results showed that parental age is not significantly related to the number of total cues, to specific types of cues, to task improvement following parental modeling as measured by task completion, time, number of pegs used, and sequence of peg placement, or to modeling of peg color choice. Younger children were given significantly more total cues than older children by both mothers and fathers. (Author)

ED 163 337 CG 013 028

Sternberg, Robert J.
The Nature of Mental Abilities.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-Jun 78
Contract-N00014780025
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Abstraction Levels, *Abstract Reasoning, *Cognitive Processes, Individual Psychology, *Intelligence, *Learning Theories, Literature Reviews, *Logical Thinking, *Productive Thinking, Task Analysis

A theory of the nature of mental abilities is presented. In this theory, mental abilities are hierarchically organized into four progressively deeper levels the levels of composite tasks, subtasks, information-processing components, and information-processing metacomponents. Composite tasks can be decomposed into subtasks, subtasks into components. Metacomponents control the use of components in composite tasks and subtasks. Each of the four levels of mental abilities is described and interrelated to the others. The fundamental theoretical questions relevant at each level are posed, and answers to these questions are proposed. The role of factors in the theory is described, and is shown to be quite different from the role of factors in traditional theories of mental abilities. Full understanding of mental abilities requires understanding of all four levels. (Author)

ED 163 476 CS 204 543

Bowes, John E.
Newsroom Technology in Journalism Education: Oversold or Underused?
Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computers, Data Processing, Educational Needs, *Educational Objectives, *Educational Technology, *Electronic Equipment, Higher Education, Journalism, *Journalism Education, Newspapers, *Technological Advancement

For several years, the University of Washington School of Communications has been evaluating the costs and advantages of incorporating electronic editorial systems in its educational program. Concurrent with the development of newspaper editorial systems, other applications of computer technology have evolved that are of potential use to journalists. Among the questions posed by the communications educators were how these capabilities might be of use to journalism instruction and research, and whether there are advantages to having them integrated into one system. The educators wanted a computer system to help in such areas as computer assisted instruction, analysis of textual materials, tabulation and reduction of statistical data, reductions in the complexity of conventional computer tasks, bibliographic systems, analysis of the editorial process, simulation and games, word processing, and the transfer of electronic copy. The problems in implementing such a system involve such factors as cost, formidable complexity, system augmentation and modernization, potential intrusions into the teaching process, and security. In attempting to solve such problems, educators at the University of Washington have worked out arrangements to enhance existing campus computer resources, minimize costs, and train system users. (GW)

ED 163 499 CS 204 571

Sale, Roger
Fairy Tales and After: From Snow White to E. B. White.
Pub Date-78
Note-272p.
Available from-Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138 ($11.00 cloth)
Document Not Available from EDRS.
Descriptors-*Authors, Characterization, *Childrens Books, *Childrens Literature, *Fantasy, Fiction, *Literary Criticism, Literary Influences, Literary Styles, *Literature Appreciation, Realism

*Aimed at increasing adults' appreciation of children's literature, this book applies the techniques of literary criticism to those children's classics with which the author admits an imaginative sympathy. The essays are arranged according to the chronological order of the works, and each suggests the historical pressures on the authors, the trends at the time the books were written, and the influence the individual books had on later literature. Books are assessed in terms of their weaknesses as well as their strong points. The ten essays consider the following topics: the reactions of children and adults to children's literature, fairy tales, written tales from Charles Perrault to Hans Christian Andersen, the role of talking animals, Lewis Carroll, Beatrix Potter, Kenneth Grahame, Rudyard Kipling, L. Frank Baum and Oz, and the pigs in the "Freddy books" and in "Charlotte's Web." (MAI)

ED 163 522 CS 502 234

Lujan, Philip D.

Communication Implications of the "Martinez" Case for the Santa Clara Pueblo.

Pub Date-Jul 78

Note-26p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Tampa, Florida, July 17-21, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*American Indian Culture, American Indians, Civil Liberties, *Communication Problems, *Cultural Differences, Culture Conflict, *Federal Court Litigation, Legal Problems, *Supreme Court Litigation, Tribes

Identifiers-*Indian Civil Rights Act, *Intercultural Communication

In "Martinez vs. Santa Clara," an Indian woman sought to overturn a tribal decision made by the Santa Clara Pueblo, in which tribal enrollment had been denied to her children. The case raised legal issues that are related to the Indian Civil Rights Act (ICRA) and to the relationship of the United States Constitution to tribal law. The ICRA, which deviates from the Constitution in some important respects related to cultural rights, was enacted with a concern for strengthening tribal governments and out of respect for tribal autonomy. However, the result of the act has been to pose more questions than it redresses. A major difficulty raised by the act is maintaining the rights of a group that has its own culture, tradition, and self-government within the boundaries of the United States. Sometimes, as in the Martinez case, tribes are unwilling to discuss underlying but secret issues in court. Although Indian tribal courts systems have improved in recent years, the amount of cultural diversity the American society will allow is still not clear, and though the Martinez case relieved a particular situation, questions have been left unanswered that will come before the courts in the future. (TJ)

ED 163 545 CS 502 329

Prosser, Michael H., Ed.
USIA (United States Information Agency) Intercultural Communication Course: 1977 Proceedings.
International Communication Agency, Washington, D.C.
Pub Date-78
Note-384p.
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Book Reviews, *Cross Cultural Studies, *Cross Cultural Training, Cultural Education, *Cultural Exchange, Cultural Interrelationships, Field Studies, Foreign Policy, Group Activities, *Intercultural Programs, Postsecondary Education, Reading Materials, Short Courses

The proceedings of a six-week course designed to help foreign service information officers and domestic employees understand and follow the principles that are most effective in communicating across cultural barriers and national boundaries are contained in this report. Topics covered in the course are presented in abstract and working paper form and include the following: basic concepts and models of intercultural communication, public diplomacy, design and conduct of field research, the culture concept, culture and communication, contrasting value systems in industrial and nonindustrial societies, contrasting bases for verbal communication in Eastern and Western societies, the importance of public opinion in the conduct of foreign policy, the role of nonverbal communication, theories of language, multicultural audience reaction, and mass media. The report also contains selected book reviews by course participants and an evaluation of the course. (FL)

ED 163 199 CE 018 485

Cooper, Richard V. L.
Youth Labor Markets and the Military. The Rand Paper Series.
Rand Corp., Santa Monica, Calif.
Spons Agency-Department of Labor, Washington, D.C.
Report No.-P-5927
Pub Date-Mar 78
Contract-B-9-M-8-0653
Note-52p.; Paper presented at the Policy Conference on Employment Statistics and Youth, University of California (Los Angeles, February 11-12, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Blacks, Career Change, Data Collection, Decision Making, Demography, Employment Patterns, Employment Problems, *Employment Statistics, Enlisted Personnel, Females, Human Capital, Information Needs, Job Training, *Labor Market, *Manpower Needs, Manpower Utilization, Measurement, Military Service, *Military Training, Minority Groups, Occupational Mobility, Skill Development, Statistical Studies, *Transfer of Training, Unemployment, Work Experience, *Youth Employment, Youth Problems
Identifiers-*Military Civilian Relationship
This paper argues that the military plays an extremely important role in youth labor markets by providing not only jobs but also experience and training which can later be transferred to the civilian labor market. Following the introduction, section II examines the military's demand for labor; its fluctuations due to secular, cyclical, and seasonal variables; and its impact on the youth labor market. The military is an important factor in the youth labor market, and it is becoming an important one also in the minorities and women's labor markets. Section III considers the supply side effects of military service by discussing the flow between the military and civilian youth labor markets, the variables that affect the decisions of enlisting or leaving the military, and the human capital accumulation gained through military work experience that can then be used in the civilian manpower pool. Sections IV and V explore the military's impact on youth unemployment, focusing on demographic trends over time and the black unemployment problem. In section VI it is concluded that the paper's findings have several implications for the measurement and collection of data on the youth labor market, specifically in the areas of (1) youth unemployment rates which should include military as well as civilian labor, (2) aggregate labor force statistics which should be subdivided to reflect factors such as age and race, and (3) special labor force data which should acknowledge an individual's military experience. (ELG)

ED 163 238 CE 018 910

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XI: Nuclear Medical Technician.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-39p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis
Identifiers-*Nuclear Medical Technicians

An analysis of survey responses from a sample of nuclear medical technicians on competency characteristics for their occupation is presented in this document. (Nuclear medical technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 257 CE 018 944

Winegar, Gary

Common Core Curriculum for Vocational Education. Category B: Cooperative Relationship. B-3: Cooperative and Work Experience Programs.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-27p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Apprenticeships, *Cooperative Education, Cooperative Programs, *Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education, Work Experience Programs, Work Study Programs

This module on cooperative and work experience programs is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) cooperative vocational education programs; (2) work experience education programs; (3) work study programs; and (4) apprenticeship programs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 409 CS 004 515

Belanger, Joseph Ford
Reading Skill as an Influence on Writing Skill.
Pub Date-78
Note-505p.; Ph.D. Thesis, The University of Alberta
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Descriptors-Composition (Literary), *Correlation, Doctoral Theses, *Educational Research, Grade 9, Grade 10, *Language Development, Reading Improvement, *Reading Skills, Secondary Education, *Writing Skills

A total of 194 students, eight intact classes of ninth and tenth graders, were examined for changes in their writing skills after it was determined that significant changes in reading skills had occurred in the experimental groups (four of the eight classes). When the writing samples were analyzed for overall quality, syntactic density, T-unit length, and fluency, few significant differences occurred. The quality and fluency measures correlated significantly with the reading measure, while the syntactic density and T-unit measures did not. The study produced no evidence of a causative relationship between reading skill and writing skill. The absence of changes on the writing measures despite significant changes on the reading measure suggests that alterations should be made in existing theory that assumes such a relationship. (Sixteen appendixes provide information about the collection, treatment, and interpretation of the collected data, including samples of student writing.) (Author/RL)

ED 163 454 CS 004 571

Ansara, Alice, Ed.
An Interdisciplinary Journal of Specific Language Disability. Volume 28.
Orton Society, Towson, Md.
Pub Date-78
Note-269p.; References throughout text may not reproduce well due to light type
Available from-The Orton Society, Inc., 8415 Bellona Lane, Towson, Maryland 21204 ($6.00 plus $0.60 postage and handling; reprints: 1-10 pages, $0.60; 11-15 pages, $0.75; 16-20 pages, $1.00)
Journal Cit-Bulletin of the Orton Society; v28 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Case Studies, *Dyslexia, Elementary Secondary Education, Language Development, *Language Handicaps, *Learning Disabilities, Linguistic Competence, *Reading Diagnosis, Reading Failure, *Reading Instruction, Recall (Psychological), Remedial Reading
Identifiers-Oral Language
This bulletin is published annually in the interest of children with learning disabilities, language disabilities, or dyslexia. Specific topics covered in the 17 articles include: the effect of student failure on the quality of family life and community mental health; selecting initial reading instruction for high-risk children; the relationship of dyslexia and learning disabilities; metalinguistic awareness and reading strategies; limerence (love), language, and literature; comprehension, recall, and dyslexia; reading behavior in dyslexia; dyslexia and sequential order errors in reading; psychological evaluation of specific learning disorders; developmental dyslexia in adolescents; case studies of three dyslexic children; evaluation of oral language disorders in children; language competency, dyslexia, and learning disability; memory and mental images in verbal deficit modification; and orientation dyslexia. (FL)

ED 163 610 EA 011 089

Williams, Michael C.
Subschools: Report of a Study of Planned Change in a Government Secondary School. Discussion Paper No. 4.
Western Australian Education Dept., Perth. Research Branch.
Pub Date-Jun 78
Note-31p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Decentralization, Educational Research, Foreign Countries, *House Plan, Program Development, Program Evaluation, *Secondary Education
Identifiers-*Australia (Western Australia)
This report contains the results of a formative evaluation of the subschool system at Hamilton Senior High School in the state of Western Australia. To implement the subschool system, the school, housing grades 8 through 12, was divided into smaller administrative and social units. In the final stages of reorganization, the school was made up of four subschools one containing grades 11 and 12, and three schools that each contained grades 8, 9, and 10. Each school was housed in a separate part of the building and had its own head. Data were collected through staff questionnaires, staff and student interviews, and classroom observations. Information from examination results, minutes of school meetings, school reports, and school notices was also used. Results indicated many advantages of the subschool system, including teachers' increased attention to student development, greater staff involvement in and commitment to the school, and an improved home-school relationship. Problems included a need for additional resources, abuse of teacher tolerance, the danger of declining academic standards, and incompatibilities of subschool heads and staff. The report also focuses on implications for other school systems, including detailed characteristics of subschool organization and functions, and the process of planning and implementing change. (Author/JM)

ED 163 748 EC 112 962

Shapiro, Edward S. Klein, Roger D.
Self-Management of On-Task Behavior with Retarded/Disturbed Children.
Pub Date-Aug 78
Note-17p.; Paper presented at the APA Meeting (Toronto, Canada, August 28-31, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, Childhood, *Emotionally Disturbed, Exceptional Child Research, *Mentally Handicapped, *Multiply Handicapped, *Self Control, *Task Performance
The study examined the effectiveness of teaching self-management of classroom on-task behavior to four mentally retarded/emotionally disturbed children (6-9 years old). Also explored were the effects of procedures on disruptive behavior, task performance, and task accuracy. Following baseline, a standard token program was instituted. After establishing a high rate of on-task behavior, a reversal phase was implemented. The token program was then reinstituted; followed by a series of six fading stages, during which self-management was gradually introduced by reducing verbal and physical prompts. Findings offered strong support for the use of self-management with retarded/disturbed children. (SBH)

ED 163 292 CE 019 028

Davis, Rose M.

Consumer Competencies of Kentucky High School Graduates. Technical Report.

Kentucky Univ., Lexington. Dept. of Home Economics Education.
Pub Date-Sep 77
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Consumer Education, Educational Needs, *High School Graduates, Home Economics Skills, Needs Assessment, Program Evaluation, Secondary Education, State Surveys
Identifiers-Illinois, *Kentucky, Test of Consumer Competencies Form B

Strengths and weaknesses of consumer competencies of Kentucky high school graduates were studied. The sample consisted of 193 students selected from required freshmen English classes at three universities and three community colleges in Kentucky. (Of the 193 students, 122 were Kentucky 1976 high school graduates, thirty-one graduated from Kentucky high schools prior to 1976, nineteen graduated in 1976 from high schools outside of Kentucky, and eleven graduated outside Kentucky prior to 1976. The results of this study were compared with a sample of 619 Illinois high school seniors in 1975.) The Scholastic Testing Service standardized achievement Test of Consumer Competencies, Form B, was administered. It consisted of fifty-five multiple choice items designed for students in grades 8-12 and was constructed to cover fourteen content areas of consumer education. The findings indicated that there were no significant differences in the consumer competencies of the various groups compared. Significant differences, though, were found among the consumer competencies of the various groups analyzed in the fourteen content areas. Strengths were found in the areas of money management, housing, and individual in the market. Weaknesses were found in the areas of food, taxes, and savings. Other areas indicating a need for strengthening were insurance, transportation, credit, health, clothing, furnishings, recreation, and consumer in society. (JH)

ED 163 362 CG 013 076

Locke, Don C.

Professional Problems of Beginning Counselors in North Carolina.

North Carolina State Univ., Raleigh.
Pub Date-May 78
Note-61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Counselor Characteristics, Counselor Role, Counselor Training, *Elementary School Counselors, *Job Skills, *Problems, Professional Personnel, Research Projects, *Secondary School Counselors, *Work Experience

This paper presents the results of a study of 211 North Carolina school counselors within their first five years of the profession. The counselors were surveyed as to their functions, areas of competence, and areas of professional difficulty. Professional difficulty was defined as a discrepancy between function and competence. From the study, a profile of elementary, junior high, and high school counselors can be determined. Among other things, it was found that levels of competence seem to reflect the level at which one counsels rather than training received. This supports the idea that counselors develop competence as a result of performing functions once they are on the job. Among the types of counseling listed as performed most often are value clarification; vocational; education; and personal-social. (Author/BP)

ED 163 386 CG 013 160

Mamarchev, Helen L. Pritchett, Beverly

Searchlight. Relevant Resources in High Interest Areas. Career Development: Programs and Practices

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-400-78-0005
Note-122p.
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Annotated Bibliographies, *Career Development, *Career Education, *Counseling Programs, Educational Practice, Elementary Secondary Education, *Guidance Programs, Higher Education, Program Content, Program Descriptions, *Reference Materials, *Resource Materials

This collection of ERIC document resumes is designed to assist counselors and other educational personnel involved in the development and maintenance of career guidance programs. The materials presented are a result of a computer search covering the ERIC data base from November 1966 through May 1978. The documents provide examples of exemplary programs, practices and materials in the area of career development. To simplify the reader's search for relevant information, a Program Analysis Matrix is provided to anaiyze each program noted in the ERIC citations, in terms of its special target population, education level, focus, materials, methods, and geographic location. (Author/HLM)

ED 163 568 EA 011 005

Course Outlines in Business of the Rumson-Fair Haven Senior Elective Program.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-17p.; For related documents, see EA 011 002-010 ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accounting, *Business Subjects, *Course Descriptions, Curriculum Guides, Elective Courses, Office Machines, Senior High Schools, Short Courses, Stenography, Taxes, Typewriting, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program

The Rumson-Fair Haven Senior Elective Program was developed and implemented by students, faculty, and administrators over the three-year period from 1971 to 1974. The program offers high school students who complete graduation requirements in the first three years of the four-year program a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program is conducted in an open space building with an open campus policy. This brochure contains outlines of minicourses in the business department, listing texts and other bibliographical references and detailing units within the course outlines. Appended to each outline are brief statements on teaching styles and course evaluation methods currently in use in the program. Specific courses listed are Accounting, Business Machines, Income Tax, Stenoscript ABC Shorthand, and a typing refresher course. (Author/PGD)

ED 163 635 EA 011 115

Public Relations Programs.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-5p.; Chapter 15 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Annotated Bibliographies, Boards of Education, Communication (Thought Transfer), *Communication Problems, Community Support, Elementary Secondary Education, Information Dissemination, Information Needs, Newsletters, News Media, *Public Relations, School Budget Elections, *School Community Relationship, Strikes, Test Results, Violence

This chapter of "The Best of the Best of ERIC," Volume 2, contains 14 summaries of documents and journal articles on school public relations programs, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic such as how to plan and implement a successful school PR program; how to improve information dissemination and information gathering; the use of PR to handle various school-related issues school violence, school budget elections, and work stoppages; and how to write and publish a staff newsletter. (PKP)

ED 163 656 EA 011 144

Ryan, Doris W. Greenfield, T.
The Class Size Question. Development of Research Studies Related to the Effects of Class Size, Pupil/Adult, and Pupil/Teacher Ratios.
Ontario Dept. of Education, Toronto.
Pub Date-75
Note-386p.; Not available in paper copy due to marginal legibility of original document
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($5.00 hardcopy; $2.00 microfiche)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement, *Class Size, Educational Programs, Educational Research, Elementary Secondary Education, Evaluation Methods, Foreign Countries, *Research Needs, *Student Teacher Ratio
Identifiers-*Ontario
Rather than looking for answers to predetermined research questions, this study attempted to formulate recommendations for future research on class size and student/teacher ratios in Ontario. The research team began by reviewing studies of class size and student/teacher ratio. Consultants from provincial teachers' and administrators' organizations, school systems, and universities clarified issues and helped develop instruments to gather opinions. Ministry of Education data on Ontario student/teacher ratios and class sizes were utilized. Although the issue is complex and does not yield simple research questions, several recommendations emerged from the study. (1) Descriptive research should be done in Ontario schools on class size and its relationship to programs. (2) Case studies are needed on learning opportunities, outcomes, and decision-making in classes of several sizes. (3) Better measures of educational goals and quality must be developed and applied to Ontario schools. (4) A large-scale study of the effects of schooling in Ontario should be undertaken as well as small-scale studies on the effects of size on classroom process. (5) New models for providing education should be developed, some of which should closely relate specific educational goals to procedures. (Author/JM)

ED 163 678 EC 112 453

Comprehensive and Development of Communication Aids as Aids to the Education of the Non-Vocal Severely Handicapped. Final Report. September 1, 1974 to March 1, 1976.

Wisconsin Univ., Madison. Trace Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-OEG-0-74-7461
Note-505p.; For related information, see EC 101 406 ; Best copy available
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Descriptors-Case Studies (Education), *Communication Skills, Evaluation, Language Aids, Mechanical Teaching Aids, Motor Development, *Nonverbal Communication, *Program Development, Reports, *Research Projects, *Severely Handicapped, Special Education

The report details the results of a research and development program on communication aids for the education of the non-vocal severely handicapped. Much of the information in the report was prepared so that it could stand alone, and is in the form of individual papers, reports, and a sourcebook. The documents are divided into three sections: (1) Review of the Problem and Past Work by the Field'', (2) Overview of Grant Activities'' including background information, objectives, notes on implementation, and major results on seven projects (Formative Evaluation/Design of a Low-Cost Scanning Aid, Development of Universal Control Module Based Communication Aids, Switch Set Studies, Voice Synthesizer, Case Study Evaluation Program, Developing and Implementing a Comprehensive Study of Communication Aids as They Affect Education and Communication Skills of Non-Verbal Motor Impaired Children, and Preliminary Language Study Probes); and (3) Project Documentation'' (about two-thirds of the report). (Author/PHR)

ED 163 700 EC 112 696

Davis, Julia, Ed.
Our Forgotten Children: Hard-of-Hearing Pupils in the Schools.
Minnesota Univ., Minneapolis. National Support Systems Project.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-77
Grant-600-75-0913
Note-63p.
Available from-Audio Visual Library Service, University of Minnesota, 3300 University Avenue, Minneapolis, Minnesota 55414 ($2.00; quantity order discount rates supplied upon request)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrator Guides, *Aurally Handicapped, Curriculum Development, Deaf, Definitions, Exceptional Child Services, *Guidelines, Identification, Mainstreaming, *Needs Assessment, Personnel, Research Needs, Special Education Teachers, Students, *Teacher Education

The book provides an overview of the problems and needs of hard of hearing children, the personnel necessary for adequate support services, and the role of teacher training. The five chapter book was designed to give guidelines for administrators and educators. Chapter 1 (by M. Ross), Definitions and Descriptions'', defines the terms hearing impaired, deaf, and hard of hearing and describes the special needs of these children. In chapter 2 (S. Barton) The Educational Environment'', mainstreaming, community involvement, and self esteem are discussed. Personnel and Services'' is the title of chapter 3 (J. Davis) which covers identification and follow-up, the roles of regular and special educators, and service and placement options. Chapter 4 (J. Davis and L. Murphy) is entitled Personnel Preparation for Services to the Hard of Hearing'' and lists competencies needed by school personnel, as well as suggestions for modification to teacher education programs, among others. Chapter 5 (J. Davis) stresses the Need for Research''. (PHR)

ED 163 725 EC 112 756

Spicker, Howard H., Ed. And Others
Children with Special Needs: Early Development and Education.
Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
Pub Date-77
Grant-OEG-0-9-336005-2452
Note-140p.; Print is faint and very small ; Reprint
Available from-Audio Visual Library Service, University of Minnesota, 3300 University Avenue, S.E., Minneapolis, Minnesota 55414 ($2.25 per copy; quantity order discount rates supplied upon request)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aurally Handicapped, *Child Development, Disadvantaged Youth, *Early Childhood Education, Emotionally Disturbed, *Handicapped Children, Intervention, Learning Disabilities, *Student Characteristics, Visually Handicapped

The ten papers, divided in two parts, focus on a number of basic child development concepts that appear to have some application to the education of young children with special needs and describe characteristics of young exceptional children. Entries include the following titles and authors: "Human Development and the Process of Education" (N. Anastasiow); "Current Issues in Early Childhood Development and Some Implications for Teacher Training" (F. Horowitz); "Cognitive and Perceptual Development in Children" (W. Rohwer, Jr.); "Some Limitations Upon Spoken and Written Language Learning and Use" (F. Smith); "Early Childhood Social and Emotional Development Relationships and Task Orientation" (C. Heinicke); "Prevention and Remediation of Learning Disorders through Early Childhood Compensatory Education" (H. Spicker); "Preschool Intervention for the Disadvantaged Child A Challenge for Special Education" (D. Weikart); "Early Childhood Special Education for Hearing Handicapped Children" (D. Moores); "Implications from Education of the Visually Handicapped for Early Childhood Education" (C. Nolan); and "Early Childhood and Special Education for Children with Social and Emotional Disturbances" (F. Garfunkel). Each paper is preceded by an introduction. (SBH)

ED 163 164 CE 017 602

Jesser, David L.

Strengthening State Leadership in Career Education. A Final Project Performance Report.

Council of Chief State School Officers, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 76
Grant-G007502289
Note-244p.; Not available in hard copy due to broken print in the original document. For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Personnel, Advisory Committees, *Career Education, *Communications, Conferences, Delivery Systems, Educational Finance, *Federal State Relationship, *Information Dissemination, Leadership Training, *Management Development, Needs Assessment, Program Coordination, Program Development, Program Evaluation, Program Planning, Staff Improvement, *State Departments of Education, Surveys
Identifiers-Education Amendments 1974

A project was conducted to develop and implement a system which would facilitate (1) communications relating to career education between and among the states and extra-state jurisdictions, federal agencies, and national organizations and (2) the strengthening of career education leadership personnel in the areas of planning, organization and coordination, funding patterns and strategies, and information dissemination. To accomplish these goals, the Committee on Career Education organized two task forces: the Communications Task Force (CTF), which was comprised of six state directors of career education, and the Staff Development Task Force (SDTF), which was comprised of seven state directors of career education. The CTF developed a newsletter (EXCHANGE) as a source of information for chiefs and state directors of career education and organized two national conferences for state directors/coordinators of career education. The SDTF developed, field-tested, and modified an information-gathering instrument designed to provide information on competencies perceived to be desirable and the extent to which these existed. This instrument was used to collect data at the first national conference, and the collected data served as a basis for planning the second conference. The high priority needs identified by the survey were needs assessments, evaluation, utilizing advisory councils, and implementation. In addition, the project produced several print products related to these priority needs. (These products, conference evaluation reports, and other conference-related materials are appended.) (BM)

ED 163 181 CE 018 181

Guide to an Assessment of Consumer Skills.
Education Commission of the States, Denver, Colo.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-OEC-0-74-0506
Note-33p.; Not available in hard copy due to small print. For a related document see CE 018 184
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Answer Keys, Behavior Development, Consumer Economics, *Consumer Education, Consumer Protection, Contracts, *Educational Assessment, Energy Conservation, Guides, Mathematics, Money Management, Purchasing, Secondary Education, *Skill Development

This guide is intended to assist those interested in developing and/or assessing consumer skills. It is an accompanyment to a separate collection of survey items (mostly in a multiple choice format) designed to assess seventeen-year-olds' consumer skills. It is suggested that the items can be used as part of an item pool, as an instructional tool, or as an assessment device. The consumer skills items are classified under eight major topics, each of which is divided into subtopics. The major topics are behavior, contracts, economics, energy, finances, mathematics, protection, and purchases. Behavior, for example, is-divided into three subtopics: advertising, decision making, and shopping. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. All items are assigned numbers which refer to the topic/subtopic. Procedures used in assessing consumer skills are described. Appendix A lists the assessment developers and reviewers, and appendix B lists the items, topic classifications, answer keys, and timing information. (This guide is designed to accompany "Consumer Skills Items," CE 018 184.) (CSS)

ED 163 219 CE 018 743

Gary, Robert R.

Placement and Follow-Up Development Project. Vocational Education Region Four, Bowling Green, Kentucky. Final Report. Fiscal Year 1978.

Western Kentucky Univ., Bowling Green. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Oct 78
Note-350p.; Portions of this document will not reproduce well due to faint type
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Employer Attitudes, Employment Opportunities, *Employment Services, Field Studies, *Followup Studies, Job Application, *Job Placement, Postsecondary Education, *Program Development, Program Evaluation, Program Improvement, Regional Programs, Secondary Education, Statewide Planning, *Student Placement, Vocational Education
Identifiers-Kentucky

A project was designed to develop and field test a job and career placement and follow-up system to serve as a model for state-wide implementation in vocational education programs. Third year objectives were (1) to expand the field test of the placement and follow-up system to six regional satellite test sites utilizing selected high schools and state supported vocational schools, (2) to plan, develop, and implement inservice activities to facilitate second-year field testing, (3) to evaluate the system and implementation methods and revise the system if necessary, and (4) to disseminate information about the system to the target population. All objectives were met to some extent, but only three regions implemented all phases of the system. The second-year field test provided three major results: production of information necessary for improving the system, aligning the information-producing instruments with reporting requirements of regulatory agencies, and gaining knowledge necessary for successful implementation of the system on a state-wide basis. It was concluded that a standardized placement and follow-up system will work in Kentucky. (Appendixes contain a revised manual, suggestions and recommendations, the local school plan form, and the employer survey results.) (CSS)

ED 163 275 CE 018 962

Schramm, Dwayne

Common Core Curriculum for Vocational Education. Category E: Curriculum Design in Vocational Education. E-3: Instructional Strategies.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-29p.; Not available in hard copy due to light print in original document. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Teacher Education Curriculum, *Teaching Methods, *Vocational Education

This module on instructional strategies is one of a set of three on curriculum design in vocational education and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) determining what is meant by instructional strategies; (2) selecting instructional strategies for use in the learning process; (3) evaluating instruction and instructional strategies for their effectiveness; (4) employing a variety of instructional strategies in vocational education; and (5) examining unique instructional strategies being used in vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 314 CG 012 999

Forcible Rape: An Analysis of Legal Issues.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Mar 78
Grant-75-NI-99-0015
Note-109p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 027-000-00627-2)
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Aggression, Crime, *Criminal Law, *Law Enforcement, *Rape, Research Projects, *Sexuality, Social Problems, *State Legislation, Violence
Identifiers-*Criminal Victims

Traditionally, rape has been defined as carnal knowledge of a woman by force and against her will.'' The test of force has been crucial, and consent deduced. Victims were assumed to be consenting parties unless criminal circumstances could be proved. Victims were oftened questioned about past sexual behavior. Current reform efforts have attempted to correct these injustices. Legislative changes have attempted to redefine rape to recognize varying degrees with flexible penalty structures and to take into account issues of child sexual molestation, rape within marriage, and the rape in which a male is the victim. In some states, penalty structures are being reduced. Privacy for victims, advocate programs, service programs, and prevention and self-defense programs are being introduced. The Michigan and Washington State laws offer patterns of successful change. Appendices include a summation table and narrative description of legislation for each state. (Author/JLL)

ED 163 338 CG 013 029

Ketterman, Thomas, Comp. Kravitz, Marjorie, Comp.
Police Crisis Intervention. A Selected Bibliography.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-May 78
Contract-J-LEAA-023-77
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annotated Bibliographies, *Conflict Resolution, Crime, *Family Problems, *Intervention, Methods, *Police Action, *Training, Violence
Identifiers-*Crisis Intervention
This annotated bibliography focuses attention on the techniques and training methods used by police during family crisis intervention. The introduction emphasizes the importance of this special aspect of police training, and mentions the different possible target audiences such programs may have: they may be directed to all recruits, to all incumbent officers on a rotating basis, or to a new category of specialist in conflict management. It is also stated that despite the different approaches used in the materials, they share the common goals of reducing arrests, minimizing repeat interventions, and reducing the number of casualties. All of the documents cited are part of the collection of the National Criminal Justice Reference Service. (Author/BP)

ED 163 432 CS 004 541

Reading and Study Skills in the Secondary School. Occasional Paper.
National Association of Independent Schools, Boston, Mass.
Pub Date-78
Note-51p.
Available from-National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Basic Skills, Educational Objectives, Individualized Instruction, Junior High Schools, Language Arts, *Language Skills, Middle Schools, *Private Schools, Reading Clinics, *Reading Instruction, *Reading Programs, *Reading Skills, Secondary Education, Small Schools, *Study Skills, Tutorial Programs

Following a conference on reading and study skill development in secondary schools, the seven independent schools involved were asked to describe how they develop the skills needed by their students. The resulting report includes a discussion of the problems involved in teaching study skills and offers descriptions of the following: a small school's individualized basic skills program; the rationale and objectives, by grade, of a junior high reading and study skills program; methods for integrating language arts into the curriculum in grades 6 through 12; a language skills program; a reading laboratory; a tutoring program; and a one-room schoolhouse study skills program. A bibliography is included. (MAI)

ED 163 477 CS 204 544

Dunwoody, Sharon Wartella, Ellen
A Survey of the Structure of Science Writing Courses.
Pub Date-Aug 78
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Course Content, Curriculum Development, *Curriculum Guides, Higher Education, *Instructional Materials, *Media Selection, School Surveys, *Technical Writing
Identifiers-*Science Writing
Examinations of 50 general science writing course syllabi used at 32 schools (55% response rate to a survey of 58 colleges and universities listing science writing courses in their curricula) reveal a wide range of course objectives and a varied use of resource materials. The emphasis is necessarily on writing skills, although a number of the instructors acknowledge emphasizing the sociological, philosophical, and political aspects of science as well. The extreme variety of required and recommended books for the courses implies either a wealth of pertinent material or a lack of books designed specifically for science writing instruction (the most popular required text has a science writing focus, but is required by only six of the polled instructors). The surveyed syllabi indicate a minimal use of available science communication research, even though most of that research is soundly done and has some substantive things to say regarding writing about science for lay audiences. (Lists of recommended and required reading materials for the surveyed courses are appended.) (RL)

ED 163 500 CS 204 573

Britton, James And Others
The Slower Learner in the Scottish Secondary School.
Centre for Information on the Teaching of English, Edinburgh (Scotland).
Pub Date-Jun 76
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Children, Cognitive Processes, *Communication Skills, Early Childhood Education, Educationally Disadvantaged, Educational Research, Foreign Countries, *Language Development, Language Skills, *Reading Instruction, Reading Materials, *Reading Processes, Secondary Education, *Slow Learners, *Socioeconomic Background
This collection of papers deals with the slower learner in the Scottish secondary school. The first paper, "Language and Learning," presents ways of classifying slow learners and the classroom activities designed for them. The second paper, "The Teaching of Reading," discusses reading as a thinking process and offers teaching methods based upon this idea. The third paper, "Communication Skills in Early Childhood," reports on the findings of a long-term study of the ways in which children develop and use language. The final paper, "The Socio-economic Background to Slower Learning," represents statistics from a child development study undertaken to determine the connection between slow learners and their social and economic backgrounds. An appendix contains a bibliography of reading materials for the nonacademic/disadvantaged/slow-learning pupil. (FL)

ED 163 589 EA 011 066

Teacher and Administrator Shortages in Public School Systems, Fall 1977. Fast Response Survey System Report No. 4.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Westat Research, Inc., Rockville, Md.
Report No.-DHEW-NCES-78-244
Pub Date-78
Contract-300-76-0009
Note-22p.; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Personnel, Educational Research, Elementary Secondary Education, Job Market, *Personnel Needs, Public Schools, Special Education, Tables (Data), Teacher Employment, *Teacher Shortage

Although the United States now has a surplus of 80,000 to 90,000 newly qualified teachers, a few districts have shortages of teachers and administrators. This study attempted to collect information on teacher and administrator shortages. Questionnaires were sent to a sample of 600 Local Education Agencies. Return rate was 90 percent. Results indicated that an estimated total of 9,200 teacher positions could not be filled in the fall of 1977 due to a lack of qualified candidates. The largest number of shortages occurred in special education, particularly for teachers of the learning disabled. Other fields with large shortages included bilingual education and mathematics. Teaching of the learning disabled was mentioned most often (by about 1,200 districts) as an anticipated growth field in the next five years. Other leading fields of expected increasing demand were teaching of the gifted and talented, industrial arts, natural and physical sciences, mathematics, and agriculture. In the fall of 1977, an estimated 12,000 administrators were hired. Of the nation's 15,000 school districts, only an estimated 160 had administrative positions that could not be filled with qualified candidates. The total number of administrator shortages was about 200. (Author/JM)

ED 163 749 EC 113 253

Krakow, Joanne Curcio, Frank

Concrete Operational Development and Arithmetic Progress in Learning Disabled Boys: A Cross-Lagged Panel Analysis.

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Washington, D.C., March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Arithmetic, Cognitive Ability, *Cognitive Development, Elementary Secondary Education, Exceptional Child Research, *Learning Disabilities, Prediction

Cross-lagged panel analysis was used to determine the causal relationship between arithmetic progress and two factors (concrete operational development and visuo-spatial figurative ability) in 28 learning disabled boys (9-12 years old). Results of seven operational tasks, five figurative tests, and a diagnostic arithmetic test administered early and late in the year indicated that concrete operational level early in the year predicted arithmetic progress during the year. Figurative ability early in the year was not causally related to arithmetic progress. Findings suggested that fostering the development of concrete operational skills may constitute an effective form of intervention. (CL)

ED 163 546 CS 502 330

Robert, Harvey
High School Dinner Theatre: A Fun Way to Raise Funds.
Pub Date-78
Note-61p.
Available from-I.E. Clark, Publisher, Saint John's Road, Schulenburg, Texas 78956 ($3.50 plus $0.50 postage and handling)
Document Not Available from EDRS.
Descriptors-*Dramatics, *Fund Raising, Guides, *Production Techniques, Secondary Education, Theaters
Identifiers-*Dinner Theaters
Citing the success of commercial dinner theatres, this guide is designed to persuade high school drama teachers to try the idea and also to answer questions and help solve problems for those producing a dinner theatre for the first time. The six chapters cover choosing the place, the menu, and the play; ticket sales; advertising and publicity; and directing and acting. (FL)

ED 163 239 CE 018 911

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XII: Occupational Therapist.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-35p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Occupational Therapists, *Task Analysis

An analysis of survey responses from a sample of occupational therapists on competency characteristics for their occupation is presented in this document. (Occupational therapist is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 363 CG 013 077

Berger, Dale E.
Overview of Evaluation Issues and Methods.
Pub Date-Apr 78
Note-7p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978); For related documents see CG 013 078, CG 013 079, CG 013 080, CG 013 198
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Delinquency Prevention, *Evaluation Methods, Information Utilization, *Juvenile Courts, *Program Evaluation, State of the Art Reviews, *Youth Programs
This is the fifth and final paper of a symposium on the evaluation of juvenile diversion programs by the Claremont Graduate School Center for Applied Social Research. The first four papers deal with specific methodologies used to obtain information at each of four levels of evaluation: general project management, description of the intervention, assessment of client outcomes, and analysis of system-wide impact. This fifth paper provides an overview of how the specific methodologies fit into the framework of our overall evaluation plan. A key concept in the author's approach to evaluation is the use of multiple sources of information to address each major program issue (e.g., What is the impact of diversion programs on the juvenile justice system?). Thus, a number of data sources in addition to those described in the methodological papers were used, including archival sources, questionnaires, and interviews. This paper includes a discussion of these aspects of the evaluation effort, and focuses on relationships between various methodological approaches. Another topic discussed is the difficulty evaluators face in attempting simultaneously to fulfill responsibilities to diverse constituencies including clients, project staff, service providers, the community, and funding agencies and political bodies. (Author)

ED 163 410 CS 004 516

Dean, James M.
Needed: Systematic Evaluation of College Remedial Reading Programs.
Pub Date-Oct 78
Note-14p.; Paper presented at the Annual Meeting of the North Central Reading Association (21st, Notre Dame, Indiana, October 20-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, *College Curriculum, *Curriculum Evaluation, Educational Needs, Evaluation Methods, *Evaluation Needs, Higher Education, Literature Reviews, Models, *Program Evaluation, *Program Improvement, *Remedial Reading Programs

Although, as an important component of any basic skills curriculum, college remedial reading programs need to be objectively and fully evaluated, no comprehensive, systematic procedures have been developed for this purpose. Three guidelines should be followed in evaluating college remedial reading programs: first, appropriate variables that allow for maximum input must be selected; second, the evaluation must cover not only the performance of the students in the program but the entire program itself; and, finally, the end result of the evaluation must be program improvement. Since no complete evaluation model has been developed to aid college remedial reading program directors, directors must rely on the few evaluation models that have been proposed. Until meaningful systematic evaluations of college remedial reading programs can be carried out, the success of such programs and their various methodologies in short, the need for such programs will be seriously questioned. (The paper includes an outline of one model for program evaluation and a bibliography of relevant readings.) (GW)

ED 163 455 CS 004 580

Hillerich, Robert L.
Critical Reading: An Annotated Reference List and Skills Chart.
Pub Date-Oct 78
Note-12p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Conference (3rd, Cincinnati, Ohio, October 12-14, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Cognitive Processes, Content Reading, Creative Thinking, *Critical Reading, Elementary Secondary Education, Postsecondary Education, Propaganda, *Questioning Techniques, Reading Achievement, *Reading Instruction, Reading Research, *Reading Skills, Student Attitudes, *Teaching Methods
This annotated reference list provides information about books, articles, and dissertations that discuss critical reading. The 74 entries deal with a variety of topics, including the following: techniques for teaching critical reading; the relationship of attitude and reading comprehension to critical reading responses; the development of questioning techniques; how to increase reading ability; critical reading and critical thinking abilities in children; creativity as a factor in reading achievement; critical reading to detect propaganda techniques; literal and critical reading in social studies; directing reading maturity as a cognitive process; field articulation and critical reading and listening; and mature readers' affective responses to three propaganda devices. A critical reading skills chart is presented with the list. (FL)

ED 163 523 CS 502 241

Hilewick, Carol Lee And Others

Investment in Communications and Transportation: Socio-economic Impacts on Rural Development.

Pub Date-Apr 78
Note-43p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978) ; May be marginally legible due to light print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Communications, Comparative Analysis, Economic Research, *Rural Development, Rural Economics, *Telecommunication, *Transportation

Two rural counties served as model areas in a comparison of the size and sequence of socioeconomic changes that investment in communications, as opposed to investment in transportation networks, might stimulate. A series of communications, rail, and highway changes were simulated through the use of an econometric model. An Industrial Communication Index was used to project the influence of communications on plant location and output. The simulations for 1975 through 1990 showed that communications investments led to larger, more dispersed, and cumulative impacts than did transportation investments. The findings support the view that communications improvements can enhance economic development, influence location decisions, and be used to forecast the location of output for some industries. (FL)

ED 163 611 EA 011 090

Helm, M.
Schools and Work. Discussion Paper No. 1.
Western Australia Education Dept., Perth.
Pub Date-78
Note-30p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Equal Education, Foreign Countries, Manpower Needs, *School Responsibility, School Role, Secondary Education, *Unemployment, *Vocational Education, *Youth Employment
Identifiers-*Australia

Traditionally, education has been expected to both promote equality of opportunity and provide workers for the labor market. In Australia, increasing youth unemployment has led to a greater emphasis on education's function of enhnacing student transition into the work force. There has been an upsurge in work experience programs and incorporation of career information into the curriculum. Yet an increase in vocationally oriented education may not provide a basis for personal enrichment in later life or upward mobility for those who are economically disadvantaged. In fact, the education system by itself can do little to alleviate youth unemployment, and by cooperating with industry's demand for increased unnecessary credentials for low level jobs, it may be contributing to a misallocation of manpower. The major contribution schools can make regarding employment is to improve the quality of employees for existing jobs and to assist in matching skills and aspirations of students with available jobs. Schools can also play a significant role in the development of appropriate values and attitudes. Because the future may bring increased leisure time and attempts to increase employers' responsiveness to the needs of employees, schools should develop students' recreational skills and help them learn to have influence over their jobs. (Author/JM)

ED 163 636 EA 011 116

Reduction in Force.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-5p.; Chapter 16 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Affirmative Action, Annotated Bibliographies, Board of Education Policy, *Collective Bargaining, *Declining Enrollment, Elementary Secondary Education, Employer Employee Relationship, Employment Practices, *Job Layoff, *Personnel Policy, *Reduction in Force, Seniority, Teacher Retirement
Identifiers-Early Retirement

This chapter of "The Best of the Best of ERIC," Volume 2, contains 14 summaries of documents and journal articles on reduction in force, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as the impact of declining enrollments on personnel policies, particularly from the administrator's perspective; legal aspects of reduction in force; reduction in force as an important issue in collective bargaining; reduction in force and affirmative action; policies and procedures for implementing reduction in force plans, and encouraging early retirement as one solution to staff reductions. (PKP)

ED 163 200 CE 018 490

National Apprenticeship and Training Standards for Emergency Medical Technicians.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-97p.; Reproductions of correspondence in the beginning and example forms and other information at the end of this document will not reproduce well due to small print
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Apprenticeships, Behavioral Objectives, Competitive Selection, *Course Content, Definitions, *Emergency Squad Personnel, Grievance Procedures, Health Occupations Education, *Job Skills, Occupational Information, *Performance Criteria, Qualifications, Safety Education, Skill Development
Identifiers-*National Standards

Developed jointly by several professional organizations and government agencies, these national standards depict the essential skills, knowledge, and ability required of certified emergency medical technicians (EMT) to provide optimal prehospital care and transportation to the sick and injured. Topics covered include definitions of terms EMT's encounter often in work; entrance requirements for the EMT apprenticeship; how qualified applicants are selected for apprenticeship; length of apprenticeship; the agreement all trainees must sign; duties of a supervisor; probationary period; hours of work; how wages are determined; how the number of apprentices in a given program is determined; what type of work experiences will be encountered; an explanation of examinations concerning work, drill, and training records; the responsibility of apprentices; how instruction relates to grades and credit; grievance procedures; safety instruction; modification of standards; administration; training committees; consultants; and credit for previous experience. The appendixes comprise the bulk of the document and include the following: Appendix A contains performance objectives and a course content outline for EMT ambulance (EMT-A) apprenticeship; Appendix B contains performance objectives and outlines for course modules, clinical training, course content, and training program for EMT paramedic (EMT-P) apprenticeship; and Appendix C describes clinical and field internships. A list of state and regional apprenticeship agencies and training offices is also included. (CT)

ED 163 258 CE 018 945

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-1: Promoting Vocational Education and Recruiting Eligible Students.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-27p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Publicize, *Student Recruitment, *Teacher Education Curriculum, *Vocational Education

This module on promoting vocational education and recruiting eligible students for vocational programs is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) identifying strategies for promoting vocational education and recruiting eligible students; (2) selecting appropriate strategies for promoting vocational education and recruiting eligible students; (3) developing a program for promoting vocational education in a specific vocational area; and (4) developing a recruiting program for eligible students. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 293 CE 019 081

Draper, James A. Alden, Harold

The Continuing Education of Employees. A Review of Selected Policies in Ontario. Informal Series/8.

Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-59p.
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
Document Not Available from EDRS.
Descriptors-Access to Education, Adult Education, Collective Bargaining, Continuous Learning, Contracts, Educational Opportunities, *Educational Policy, Educational Trends, Eligibility, *Employer Employee Relationship, *Employment Programs, Financial Support, Foreign Countries, Industrial Relations, Job Training, *Leave of Absence, Personnel Needs, Personnel Policy, Program Development, Student Financial Aid, *Tuition
Identifiers-*Canada (Ontario), Europe

A study to examine policies governing educational assistance plans for hourly and salaried employees in selected nongovernmental organizations in Ontario is reviewed. In the first of five chapters, educational assistance is defined as tuition aid and paid/unpaid educational leave plans to assist employees in pursuing education and training through outside educational institutions and agencies. Chapters 2 and 3 summarize some developments concerning educational assistance systems for workers in selected Western European countries and in Canada as a context for analyzing Ontario's educational assistance practices. The final chapters present the results of a content analysis of educational assistance policies from personnel manuals of twenty-one private companies and from eight collective bargaining contracts in the private sector. The nature and frequency of the various entitlements are described, and policy models and critical provisions are identified. (CSS)

ED 163 339 CG 013 030

Hamilton, Mary K. And Others

Environmental Assessment of Perceived Stressors of Women and Men in the College of Agricultural Sciences: A Two Year Study. Student Development Report, Vol. 15, No. 1, 1978-79.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-128p.; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Agricultural Education, *College Students, Females, Higher Education, Motivation, Research Projects, Role Conflict, Science Careers, *Sex Stereotypes, Socialization, *Stress Variables, *Student Adjustment, *Womens Education
Identifiers-*Colorado State University

Specific sources of stress for women in the College of Agriculture Sciences at Colorado State University were examined. The Environmental Satisfaction Questionnaire was utilized in two surveys of samples of men and women students in the college. Results indicated differences between male and female respondents in satisfaction with financial situations; intended use of the University Counseling Center; perceptions of the adequacy of services for women at CSU and professors' attitudes toward women in professional agriculture; the amount of support received from members of the opposite sex; satisfaction with mechanical skill level; and perception of the degree of isolation of women students in their departments. Relationships between the sexes appeared to be badly strained, as indicated by the lack of support each sex perceived as forthcoming from the other. The probability of a backlash toward women seems likely. Implementation of interventions aimed at reducing stress is recommended. (Author/JLL)

ED 163 387 CG 013 161

Pritchett, Beverly Baker, Adrian J.
Searchlight. Relevant Resources in High Interest Areas. Counseling the Exceptional: Handicapped and Gifted.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-400-78-0005
Note-108p.
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI., 48109, $2.00
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Annotated Bibliographies, *Counseling, *Exceptional Persons, *Family Counseling, *Gifted, *Handicapped
This annotated bibliography is derived from the ERIC system and includes citations on the "exceptional" - - a wide range of people capable of benefiting from special programs. Current trends (data search from November 1966 through May 1978) are examined, together with five main implications for counselors: (1) the need to establish a relationship with the family of the exceptional person; (2) judicious use of tests and evaluations; (3) the development of skills in teacher consultation techniques; (4) the development of skills in helping handicapped and non-handicapped students relate to each other; and (5) maintenance of an awareness of current research findings. The literature cited addresses all aspects of the life and well-being of the exceptional person, from schooling and employment to leisure activities and community involvement. (Author/LP)

ED 163 433 CS 004 542

Duffy, Gerald G. Metheny, William

The Development of an Instrument to Measure Teacher Beliefs about Reading.

Spons Agency-Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Pub Date-78
Contract-400-76-0073
Note-21p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Attitude Tests, Beliefs, Elementary Secondary Education, *Measurement Instruments, *Reading Instruction, *Reading Research, *Teacher Attitudes, *Test Construction
Identifiers-Reading Attitudes

A study focusing on teacher conceptions of reading as they influence instructional practice and pupil outcomes required the development of an instrument to use in selecting teachers possessing various beliefs about reading. Teacher beliefs about reading can be viewed both in terms of standard models (such as basal text, linear skills, natural language, interest-based, and integrated curriculum models) and in terms of dimensions of teacher decision-making as revealed by field observation. The Propositional Inventory, the instrument developed to assess teacher beliefs, yields data relative to both perspectives, measuring both the theoretical and practical domains of a teacher's belief system in reading. The instrument went through a two-year evolution before reaching its final form. It can be used to ascertain consistency of professed beliefs with classroom practices, to determine if teachers with particular reading beliefs share dimensions of decision-making with other belief systems, to investigate the relationship between beliefs and demographic characteristics, and to monitor change in reading beliefs over time. (The instrument is included.) (TJ)

ED 163 501 CS 204 574

Halloran, S. Michael
Cicero and English Composition.
Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), *Educational History, *Educational Objectives, *Educational Philosophy, *English Instruction, Greek Literature, Higher Education, Individual Development, Job Training, Latin Literature, Rhetoric, *Teaching Methods
Identifiers-*Cicero (Marcus Tullius)
The influence of Cicero on the teaching of English composition is slight and in all likelihood diminishing. Among Cicero's beliefs were that rhetoric is the highest of vocations, thought and expression have an essential unity, the question "How should I live?" is paramount, the ideal orator maintains a unity of contemplation and action, character formation is crucial, and eloquence should be developed through stylistic imitation. Cicero's views differ in significant respects from those of Aristotle, Socrates, and Plato. Although current composition teaching is a complex and confused area, it may be said to encompass two major approaches, vocational and liberal. The vocational approach focuses on the writing of clear, well-organized prose, while the liberal approach stresses writing as a mode of personal expression and development. The gradual demise of the Ciceronian idea of character and its replacement by the modern idea of self have introduced a distinction between liberal and vocational education, thus eroding Ciceronian influence. Also, developments in higher education in applied science have resulted in a severely truncated conception of rhetoric as central to neither practical nor liberal education, further eroding Ciceronian influence. (GW)

ED 163 547 CS 502 333

Hubin, Allen J.
Video Network Instruction: A Critical View.
Pub Date-Nov 78
Note-7p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audio Video Laboratories, Audiovisual Instruction, Cost Effectiveness, *Educational Television, Higher Education, *Industrial Education, Inservice Education, *Inservice Programs, Instructional Media, Learning Experience, Postsecondary Education, *Program Effectiveness, Staff Improvement
Identifiers-*University Industry Television for Education
Granted that live, interactive television can provide effective university instruction for industrial employees, the University-Industry Television for Education (UNITE) system, operated by the University of Minnesota, presents a number of problems for its industrial users. In reexamining their own commitment to UNITE and the sizable financial investment involved, one of the eight participating companies offered the following criticisms of the program's effectiveness: the degree program orientation of the system does not serve a company with low degree pressure; the needs of employees without degree interests are so diversified that identifying common areas of educational need is difficult; the value mismatch between the academic and the industrial information systems results in courses that do not meet industrial training needs; the heterogeneity of the companies involved reduces the number of courses aimed at special interests; professors of desired courses can refuse to take part in the program; and scheduling presents difficulties in the industrial work day. Other areas that are potentially problematic include vague catalog descriptions, timing of homework assignments and tests, quality teaching, and use of the talk-back classroom feature. (HAI)

ED 163 569 EA 011 006

Course Outlines in English of the Rumson-Fair Haven Senior Elective Program.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-36p.; For related documents, see EA 011 002-010; Photos may not reproduce clearly ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Course Descriptions, Curriculum Guides, Elective Courses, *English Curriculum, Senior High Schools, Short Courses, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program

The Rumson-Fair Haven Senior Elective Program was developed and implemented by students, faculty, and administrators over the three-year period from 1971 to 1974. The program offers high school students who complete graduation requirements in the first three years of the four-year program a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program is conducted in an open space building with an open campus policy. This brochure contains outlines of minicourses in the English department, listing texts and other bibliographical references and detailing units within the course outlines. Some of the English minicourses are designed to increase reading and writing skills; others are in specialized fields of the humanities such as theater, filmmaking, and radio; and still others focus on particular writings or authors, such as the Bible, Lewis Carroll's novels, and mythology. (Author/PGD)

ED 163 857 EA 011 145

Aaronson, Judy Uhle Nixon, Brenda Strong

Applying a Management by Objectives Process to Local Schools. Final Report on the Project of Building a Network of Mutual Self Help and Support in Three Junior High Schools in the District of Columbia.

Associates for Renewal in Education, Inc., Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Note-221p.; Not available in paper copy due to marginal legibility of original document; Some pages may be illegible
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Decision Making, Inservice Teacher Education, Junior High Schools, *Management by Objectives, *Problem Solving, Program Descriptions, Program Planning, Surveys, *Teacher Participation, Teacher Workshops
Identifiers-District of Columbia

A central goal of this project was involvement of staff in school decision-making through management by objectives (MBO). The program was implemented simultaneously in three schools in the District of Columbia Francis, Hart, and Gordon Junior High Schools. Methods included workshops and training sessions in MBO and problem-solving to help schools develop school-wide plans for 1977-78. The project lasted three years and suffered from some discontinuity due to turnover of project staff. By the close of the project, the staff of Francis Junior High School had developed a school-wide plan including school philosophy, goals, objectives, and strategies. Hart Junior High School's plan was partially complete. Gordon Junior High School, because of lack of staff interest and commitment by the principal, dropped out of the project. A survey of the committees implementing the projects at Hart and Francis revealed some confusion about whether goals had been reached. A survey of school staff showed enthusiastic response to the project from the staff at Francis but less enthusiasm from Hart. Project staff concluded that attitudes of the principal were crucial to success of such a project. (Author/JM)

ED 163 679 EC 112 503

Brounsmith, Keith And Others

Evaluation of the Tips for Teachers Series: Ten Modules for Training Teachers of the Educable Mentally Retarded in Selected Instructional Competencies. Final Report 51.1.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Contract-300-76-0032
Note-198p.; Parts may be marginally legible due to print quality
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($3.00)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Attitudes, *Course Evaluation, *Educable Mentally Handicapped, *Learning Modules, *Performance Based Teacher Education, Program Descriptions, Questionnaires, Reports, Skill Development, Surveys

The document is an evaluative final report on ten modules designed to teach specific instructional skills to teachers of the educable mentally retarded. The first chapter of the four-chapter report gives an overview of the study and a description of the modules. Chapter 2 explains the four-phase evaluation design: phase I, initial evaluations; phase II, expert review; phase III, use and impact study; phase IV, user's survey. Results delineated in Chapter 3 include the importance of content and skill areas, overcoming the limitations of handouts (previously employed), use of modules by teachers trainers and trainees, the attitude toward the modules, mastery of the content of modules, and suggested modifications. The fourth chapter presents a summary of the findings and submits four recommendations. Appendixes include, in part, a description of the modules, the questionnaires used in each of the evaluative phases, and an instruction sheet for the use of the module. (PHR)

ED 163 701 EC 112 697

Greene, Joy W. Cansler, Dorothy
Gifted-Handicapped Project: A Final Report.
Chapel Hill Training-Outreach Project, N.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Grant-G007500237
Note-36p.; Not available in hard copy due to marginally legible print; For related information, see EC 103 865
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Family Involvement, Gifted, Handicapped Children, *Identification, Information Dissemination, Intervention, Preschool Education, *Program Descriptions, Staff Improvement
Identifiers-Final Reports, *Gifted Handicapped
The final report lists accomplishments of a 3-year federally funded project to identify and serve gifted handicapped preschool children. Procedures and outcomes are set forth for objectives in each of the following areas: services to children, services to families, staff development, and demonstration and dissemination. (CL)

ED 163 315 CG 013 000

Working with the Handicapped: The Counselor and the Visiting Teacher.
Texas Education Agency, Austin.
Pub Date-78
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Counselor Role, Elementary Secondary Education, Guides, Handicapped Students, *Homebound Teachers, *Job Skills, *Pupil Personnel Services, *School Social Workers, *Special Education, Task Analysis

Counselors and visiting teachers serving special education students face unique problems in meeting the needs of those students. The general and specific knowledge that the counselors and visitng teachers should have in order to work most effectively with students with special needs has been the focus of a study sponsored by the Texas Education Agency. The study seeks to define the roles and to identify the competencies, both shared and unique, of counselors and visiting teachers who serve exceptional children and their families. Topics discussed are: planning and evaluation, pupil appraisal, instructional delivery, special supportive services, parent counseling and involvement, coordination and utilization of community resources, inservice education, and guidance and counseling. (Author/JLL)

ED 163 750 EC 113 255

Dial, Keith Lewis, Jim
The Coordinated Correlated Instructional Program. Final Evaluation Report.
Pub Date- 78
Note-20p.; For related information, see EC 113 352
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Dropout Prevention, *Handicapped Children, *Instructional Materials, Language Arts, *Material Development, Mathematics, *Program Descriptions, Secondary Education
The report describes a project in which high-motivation language arts and math instruction was provided to decrease absenteeism, school failure and dropout rates for secondary handicapped students. It is explained that instruction was correlated with "visible kit" materials, including the Visible V8 Engine Kit, and that a document was prepared covering lesson plans, exercise manuals and materials for teacher duplication. The report includes a 3-year utilization survey of teachers using the V8 model, as well as evaluation results from staff development. (CL)

ED 163 182 CE 018 184

Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.

Education Commission of the States, Denver, Colo.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-OEC-0-74-0506
Note-239p.; For a related document see CE 018 181
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Behavior Development, Citizenship Responsibility, Consumer Economics, *Consumer Education, Consumer Protection, Contracts, Decision Making, *Educational Assessment, Energy Conservation, Mathematics, Money Management, Publicize, Purchasing, Secondary Education, *Skill Development, Test Items

This is a collection of consumer skills items for state and local education agencies to draw upon in composing consumer skills instruments. It provides items to assess seventeen-year-olds' consumer skills. The booklet contains items classified under eight major topics: behavior, contracts, economics, energy, finances, mathematics, projection, and purchases. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. There are also subtopics. For example, subtopics under behavior include advertising, decision making, and shopping. All items are assigned numbers which refer to the topic and subtopic. Most items are multiple choice. The directions for answering the exercises and two exercise examples are included. (The answer key is found in the guidebook, CE 018 181.) (CSS)

ED 163 411 CS 004 517

Thompson, Mark E.

Self-Image: An Important Concept for Study Skills Professionals.

Pub Date-Oct 78
Note-15p.; Paper presented at the Annual Meeting of the North Central Reading Association (21st, Notre Dame, Indiana, October 20-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Developmental Programs, Elementary Secondary Education, Family Influence, *Personality Development, *Reading Ability, Remedial Instruction, *Self Concept, *Self Esteem, Self Evaluation

One of the most important assumptions of modern theories about self-image is that the maintenance and enhancement of the perceived self is the motive behind all behavior. Sense of self may be based on the views of others, it may be the result of interactions with others who provide meaning of self through their responses, it may come from considering intended conduct from the standpoint of those with whom one is situationally involved, or there may be several social selves (body self, cognitive self, and self-esteem) and the social "me" grows out of recognition received from others. It is clear that, whatever the source of self-image, early child rearing practices are important in its development. Research shows a significant relationship between self-image and academic achievement. Family background and concept of one's ability based on the image perceived to be held by significant others are important components of a self-image. Bright underachieving students often have poor self-images, while bright students with higher achievement levels have better self-images. Teachers in developmental classes need to help students develop positive self-images as they help them improve academic achievement. One will enhance the other. (TJ)

ED 163 478 CS 204 547

Hughes, Theone
Syntactic Maturity in Children's Writing: A Cross-Cultural Study.
Western Michigan Univ., Kalamazoo.
Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.
Pub Date-78
Note-90p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Comparative Analysis, *Composition (Literary), *Cross Cultural Studies, Cultural Differences, Elementary Education, Foreign Countries, Sentence Combining, Sentence Structure, *Student Ability, *Student Improvement, *Writing Skills
Identifiers-England, *Syntactic Maturity
Two sentence-combining tests and one piece of free writing per student provided the data in a study designed to determine whether the heavy writing emphasis given British children in their elementary years gives them significantly greater writing skill than their counterparts in the United States, who write comparatively infrequently. The data from 516 children (ages 8 through 11) in 19 classrooms in Great Britain and the United States include words per T-unit, words per clause, clauses per T-unit, time spent writing, composition length, syntactic maturity level, socioeconomic status, and sex. Results show that the British students spend much more time writing each week, that they score from two to three grades higher in syntactic maturity and write longer compositions than the U.S. students, that socioeconomic level is a stronger predictor of syntactic development for British children than for U.S. children, and that British children may also be better readers than U.S. children, based on the reading materials they use and the evidence that reading comprehension scores in the study correlated highly with syntactic maturity level scores. The results imply that U.S. educators need to reexamine the role of writing in their educational curricula. (RL)

ED 163 524 CS 502 268

Kohls, Robert

Issues in Cross-Cultural Training.

Pub Date-Jul 78
Note-21p.; Paper presented at the Annual Speech Communication Association Summer Conference on Intercultural Communication (2nd, Tampa, Florida, July 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Learning, Behavioral Objectives, *Cross Cultural Training, *Cultural Differences, Cultural Exchange, *Ethnocentrism, Experiential Learning, Postsecondary Education, *Speech Communication, *Training

Among the characteristics of training (such as cross-cultural training) that differentiate it from traditional classroom education are its attention to how adults learn, preference for the experiential approach, emphasis on "learning how to learn," and tailoring to meet individual needs. Seven issues are considered to be most important in current cross-cultural training: (1) Different approaches are appropriate for different cultures. The current United States approach, for example, is inappropriate for non-Westerners. (2) Hidden but obtrusive cultural assumptions underlie all statements and actions; for example, Americans' concepts of fate, change, and equality are very different from those of non-Westerners. (3) Both generic training and training about specific countries is necessary. (4) The content presented in training must not be considered secondary to the training process. (5) Behavioral objectives should be incorporated in training. (6) Trainers need to deal with such obstacles to learning as trainees' needs for logistic information and the tendency to believe that all people are basically alike. (Three difficult cross-cultural training situations are described and questions are presented to guide in discussing them.) (GW)

ED 163 590 EA 011 067

Negotiating the Class Size Issue. ERS Negotiation Aid for School Management.

Educational Research Service, Arlington, Va.
Pub Date-78
Note-93p.
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($10.00)
Document Not Available from EDRS.
Descriptors-Arbitration, Board of Education Role, *Class Size, *Collective Bargaining, Court Litigation, Educational Administration, Elementary Secondary Education, *Negotiation Agreements, *Student Teacher Ratio

Most teachers believe that class size is an important factor influencing the achievement and personal development of students and that it deserves high priority in educational policy-making. Most administrators too believe that class size is important, but are faced with the dilemma of balancing the costs required to maintain small classes with the need for funding for important programs. This booklet is designed to assist administrators and school boards in negotiating the class size issue. It includes a brief summary of research on effects of class size. Viewpoints of both school management leaders and teacher organization leaders on negotiating class size are presented, summaries of 16 arbitration hearings and 31 decisions rendered by public employment relations boards are detailed, and the "weighted formula" approach to managing class size is discussed. Also provided are an analysis of negotiated class size provisions contained in 450 recent teacher negotiation agreements plus sample provisions from 30 agreements. To assist administrators in keeping abreast of the latest developments in collective bargaining, a section outlining possible sources of additional information is provided. (Author/JM)

ED 163 726 EC 112 757

A Priority Needs Assessment Scale.
Southbury Training School, Conn.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-84p.
Available from-Southbury Training School Deaf-Blind Program, Southbury, CT 06488 ($1.00); Make checks payable to New England Regional Center
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavior Rating Scales, Career Development, Daily Living Skills, *Deaf Blind, Language Development, Motor Development, Multiply Handicapped, *Needs Assessment, Psychomotor Skills, Severely Handicapped, Social Development
Identifiers-*Priority Needs Assessment Scale

The document provides a guide for the Priority Needs Assessment Scale, designed to obtain data for completing student plans required by the New England Regional Center for Services to Deaf/Blind Children. Following general directions are tables for recording data in six areas: motor development, language development, perceptual cognitive development, daily living skills, social behavior, and pre-vocational/vocational skills. Included at the end of the document are summary graphs for the areas tested. (SBH)

ED 163 165 CE 017 626

Oshkosh Area School District Career Education Program K-12. Final Report.

Oshkosh Area Public Schools, Wis.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502309
Note-235p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Advisory Committees, Career Awareness, *Career Education, Career Exploration, Community Involvement, *Community Resources, *Counselor Role, Elementary Secondary Education, Faculty Development, Information Dissemination, *Inservice Teacher Education, Leadership Training, Program Development, *Program Effectiveness, *Program Evaluation, Resource Centers
Identifiers-Box Score, Career Awareness Inventory, Career Maturity Inventory, Education Amendments 1974

The Oshkosh (Wisconsin) career education project (K-12) was conducted to provide students with an increased number of career education learning experiences which capitalize on and exploit career implications of various subject areas and which capitalize on available community, business, labor, and industry resources. The major activities of the project included an intensive inservice training program for teachers and counselors; publication of a career education newsletter; formation of a career education advisory committee; compilation of a community resource directory; and development of a Tentative Counselor Role Model, with emphasis being placed on the counselors' role in career education. The third-party evaluators administered pre- and posttests to students of those teachers who participated in the inservice workshops. Sixth graders were administered The Career Awareness Inventory," while the ninth and eleventh graders were tested with the Career Maturity Inventory" and Box Score." The sixth graders made very significant increases on the posttest scores and compared very favorably with national norms and other area students. The ninth and eleventh graders compared favorably with national norms and other area students. Also, a positive relationship was found between inservicing of teachers and the use of career education resources. In addition, results indicated that an inservice leadership training program for key people in various buildings is essential for keeping career education activities developing and expanding. (Several project publications are appended.) (Author/BM)

ED 163 220 CE 018 746

FY 1979 South Carolina State Plan for Vocational-Technical Education.
South Carolina State Dept. of Education, Columbia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-17 Oct 78
Note-551p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, Educational Objectives, Educational Philosophy, *Educational Planning, Educational Strategies, Postsecondary Education, *Program Administration, Program Descriptions, Program Design, Program Planning, Secondary Education, Special Education, *State Departments of Education, *Technical Education, *Vocational Education
Identifiers-*South Carolina

South Carolina's State Plan for Vocational-Technical Education is presented. Part I contains an overview of South Carolina's population, present economy, and economic forecast for 1985. South Carolina's philosophy, mission, and major vocational education system goals are described in Part II. Part III discusses the organization and governance of the state's educational system, including the State Board of Education, the State Board for Technical and Comprehensive Education, Office of the Governor (manpower division), and other state agencies and institutions. Part IV presents the State's general policies and administrative provisions for local advisory councils, State Plan Planning Committee, public information, local applications, financial management, and program evaluation. Part V describes program administration and planning, including employment data preparation, annual program plan summary for vocational education Fiscal Year (FY) 1979, five-year plan summary for vocational education FY 1979-1982, and FY 1979 through 1982 Program Plans (Basic Grants, Program Improvement, Special Programs for Disadvantaged, Consumer and Homemaking Education) and Youth Organizations. Parts VI, VII, VIII, and IX provide information on public hearings, coordination of program funds under Public Law 94-482 and manpower training programs, compliance of the State Plan with the provision concerning equal access to programs by both men and women, and the participation of local advisory councils in program planning. (JH)

ED 163 240 CE 018 912

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XIII: Operating Room Technician.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-41p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis
Identifiers-*Operating Room Technicians

An analysis of survey responses from a sample of operating room technicians on competency characteristics for their occupation is presented in this document. (Operating room technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 276 CE 018 963

Harkins, Frances

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-1: Theories in Curriculum Development.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-17p.; Not available in hard copy due to uneven print quality in original document. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, *Curriculum Development, Economic Factors, Educational Theories, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Political Influences, Social Influences, *Teacher Education Curriculum, *Vocational Education

This module on theories in curriculum development is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, two lessons are presented: (1) curriculum theories and (2) forces influencing development of vocational education curriculum. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 364 CG 013 078

Johnston, Judith E. Dennison, Laura B.
Client Tracking.
Pub Date- 78
Note-6p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978); For related documents see CG 013 077, CG 013 079, CG 013 080, CG 013 198
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Data Collection, Delinquency Prevention, *Evaluation Methods, *Information Utilization, *Juvenile Courts, *Program Evaluation, Recidivism, State of the Art Reviews, *Youth Programs
Identifiers-*Client Tracking
Diversion projects in California (Los Angeles and Orange Counties) were monitored using client tracking, a simple and basic evaluation procedure. Client tracking was used to provide information about three points in the diversion process: referral to the project, service delivery, and the outcome of the diversion services. The data provided an overall description of the clients and the project and were used to assess the project's success in meeting certain goals. For example, the finding of a high number of service no-shows and early dropouts helped to change the procedure for assigning clients to service providers. Data sources, data collection, and data processing are all areas which need consideration when implementing client tracking, and practical problems such as convincing non-research-oriented employees to keep accurate records must also be dealt with. (Author/BP)

ED 163 456 CS 004 589

Sullivan, Emilie Paul

The Teaching of Reading in the Kindergarten: State of the Art Review.

Pub Date-78
Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Beginning Reading, *Early Reading, *Educational Practice, *Kindergarten, Kindergarten Children, Literature Reviews, *Reading Instruction, *Reading Research, Research Needs, Teacher Attitudes, Teaching Methods

A review of the literature of kindergarten reading instruction reveals that while a number of experimental research studies involving early reading have been conducted, very few describing actual classroom practices have been undertaken. An examination of the findings from such studies conducted in Kansas, Wisconsin, New York, a south-central state, and in 13 large cities indicates the following: the majority of kindergarten teachers support informal reading programs; teacher instructional reading practices often conflict with research evidence, teacher-stated educational philosophy, and expert opinion; kindergarten teachers agree that the teaching of reading to kindergarten children is possible; and further research is needed relevant to methods, materials, target children, and the longitudinal effects of kindergarten reading instruction. (FL)

ED 163 612 EA 011 091

Duhamel, Ronald J. Duhamel, Carolyn S.

The Political Social Context of Implementing and Developing Second Language Programs.

Pub Date-Jun 78
Note-24p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Attitudes, Elementary Secondary Education, Foreign Countries, French, *Language Instruction, *Public Opinion, Second Languages
Identifiers-*Ontario

While new programs in French continue to be implemented and while older programs continue to expand at considerable rates, few individuals involved with the implementation and development of language programs appreciate sufficiently the various views which exist vis-à-vis the teaching of French as a second language in Ontario, as well as in other parts of the Dominion, beliefs which may promote or arrest further activity. This paper identifies those views and suggests that these beliefs, whether they be fact or myth, can be either supportive or nonsupportive of implementation and further development. (Author)

ED 163 637 EA 011 117

School Financial Elections.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 17 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Age, Annotated Bibliographies, Community Attitudes, Cost Effectiveness, Economic Status, Educational Finance, Elementary Secondary Education, Property Taxes, Public Opinion, Public Relations, *School Budget Elections, School Community Relationship, School Taxes, Social Status, Surveys, *Voting
Identifiers-*Campaign Strategies

This chapter of "The Best of the Best of ERIC," Volume 2, contains 14 summaries of documents and journal articles on school financial elections; all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as factors shaping voter behavior in school financial elections, a profile of the likely "Yes" voter, successful campaign strategies, the relationship between the property tax increases and support for school budget or bond measures, and social, economic, and psychological determinants of voting behavior in school financial elections. (PKP)

ED 163 702 EC 112 698

Driscoll, Margaret E. And Others

Teaching Preschool Special Education Assistants to Work with Children from Birth to Six: A Curriculum. Experimental Edition.

Dartmouth Coll., Hanover, N.H. Dept. of Psychiatry.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-OEG-00-75-002-03
Note-414p.; Reproduced from best copy available
Available from-Dartmouth Medical School, Department of Psychiatry, Hanover, New Hampshire ($14.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Development, Cognitive Development, Communication Skills, *Curriculum, Early Childhood Education, Family Involvement, *Handicapped Children, Interpersonal Competence, Language Development, Motor Development, Objectives, *Paraprofessional School Personnel, Perceptual Development, Preschool Education, Primary Education, Self Care Skills, Socialization, *Teaching Guides, Teaching Methods

The curriculum presents concepts and skills needed by special education assistants to implement early intervention programs for handicapped students (birth to 6 years old). Included are an instructor's guide, objectives, outline, references, handouts, worksheets, suggested assignments and suggested test questions for the following 13 units: overview of development; overview of program implementation skills; principles of instruction; gross motor development; perceptual motor development; fine motor development; cognitive/adaptive skills; communication development; self help skills; socialization; family involvement; interpersonal skills; and current issues and trends in special education. (CL)

ED 163 751 EC 113 311

Gaylord-Ross, Robert J.

The Development of Treatment Techniques for the Remediation of Self-Injurious Behavior in the Classroom and Home. Annual Report.

Yeshiva Univ., New York, N.Y.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Grant-OEG-0076-03954
Note-47p.; Appendix C, Graphs of Phase I data, has been removed due to irreproducibility
Available from-Robert J. Gaylord-Ross, Special Education Department, San Francisco State University, 1600 Holloway, San Francisco, California 94132 (for a copy of the appendix)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavior Change, *Contingency Management, Exceptional Child Research, *Operant Conditioning, Punishment, Reinforcement, *Self Mutilation, *Severely Handicapped

The effectiveness of four operant procedures (differential reinforcement of incompatible behavior, omission training, overcorrection, and reinforcement withdrawal) in changing self injurious behavior (SIB) of 16 severely handicapped students was examined. Analysis of correlations between reduction in SIB and subject characteristics, adaptive behavior changes, and enviornmental stimulation suggested three recommendations for treatment: 1) the child should be programed in a social and educational interaction as much as possible, with materials and commands programed in a gradated fashion to avoid aversiveness; 2) a punishment procedure should be contingently applied with the appearance of SIB; and 3) maximally reinforcing stimuli should be identified and contingently applied to on-task responses. Phase 2 of the study showed that teachers and parents were effective behavioral recorders and modifiers in dealing with SIB. (CL)

ED 163 259 CE 018 946

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-2: Assessing Students' Personal Characteristics.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-25p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Aptitude Tests, *Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Personality Assessment, Physical Examinations, Student Ability, *Student Characteristics, Student Interests, *Student Testing, *Teacher Education Curriculum, *Vocational Education

This module on assessing students' personal characteristics is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) assessing students' physical health and stamina; (2) assessing students' aptitudes; (3) assessing students' personalities; (4) assessing students' interests; and (5) assessing students' achievements. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 294 CE 019 089

Kahler, David, Ed.
International Seminar on Curriculum Development for Basic Education Programmes. (Berlin, West Germany, June 12-21, 1978). Final Report.
DSE German Foundation for International Development, Bonn (West Germany). Education, Science and Documentation Div.
Report No.-DOK-969-A/a; IIA-S-1/78
Pub Date-Jun 78
Note-116p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Basic Education, Behavioral Objectives, Case Studies (Education), Comparative Education, *Curriculum Development, Curriculum Evaluation, *Developing Nations, Foreign Countries, Functional Illiteracy, *Literacy Education, *Needs Assessment, Nonformal Education, Rural Education, Seminars, Womens Education
Identifiers-Africa, Asia, Latin America
This report presents the proceedings of a 1978 international seminar held in Berlin which was convened by the German Foundation for International Development (Deutsche Stiftung fur internationale Entwicklung) in cooperation with Teheran's International Institute for Adult Literacy Methods. The designated purpose of the seminar was to examine current needs assessment and curriculum development practices, to identify appropriate and effective methods and approaches for curriculum development of basic education programs, and to guide the development of a curriculum development handbook for basic education programs. The first of three sections reviews background information on the preparation and organization of the seminar. In section 2 abstracts of ten case studies from Asia, Africa, and Latin America are presented. Also included are reports from the seminar working groups, suggestions for improved curriculum development practices, and recommendations for the proposed monograph on curriculum development. Section 3 presents a tentative outline for the monograph. Guidelines for the preparation of case studies and a progress report on the series Literacy in Development'' are included in the appendixes. (CSS)

ED 163 316 CG 013 001

Teicholz, Judith Guss

Psychological Correlates of Voluntary Childlessness in Married Women.

Pub Date-Mar 78
Note-31p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 20-April 1, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Androgyny, *Females, Identification (Psychological), *Individual Psychology, Mental Health, *Personality, *Reproduction (Biology), Research Projects, *Sex Role, Social Adjustment
Identifiers-*Voluntary Childlessness

A group of voluntarily childless, maried women (N 38) were compared with a group of married women who planned to have children (N 32) and were similar in age, education, and socio-economic background. The two groups were compared on measures of three personality trait clusters which pertained to social adjustment, mental health, and sex-role identity. Findings did not support the expectations, based on the literature, that the voluntarily childless women would be less well socialized, more neurotic, and have poorer feminine identifications than the women who planned to have children. However, the expectation that the voluntarily childless women would be more androgynous in their sex-role identity than the women who planned to have children was borne out by study results. (Author)

ED 163 388 CG 013 163

Cashman, James F. Bruning, Nealia S.
Leader Behavior Causes Performance: A Review and Longitudinal Study.
Pub Date-77
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Patterns, *Group Behavior, *Interaction Process Analysis, *Leadership Styles, Literature Reviews, Longitudinal Studies, *Performance Factors

The controversy about the causal ordering of leader behaviors and unit performance is reviewed. The analysis indicates that neither the behavior-performance nor the performance-behavior proponents have provided convincing evidence. A longitudinal study of the development of these interrelationships from the initial stages is described. The results suggest that group members perceive a behavior-performance ordering but leaders perceive a performance-behavior relationship. These results imply that further research should focus upon both parties to the relationship in the earliest phases of development. Since both parties appear to make decisions with limited information, an attributional perspective may be needed. (Author)

ED 163 548 CS 502 334

Keaveney, Madeline M.
Staging as a Rhetorical Determinant in the Unification Church.
Pub Date- 77
Note-20p.; Study prepared at California State University, Chico
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Changing Attitudes, *Communication (Thought Transfer), Credibility, Drama, Emotional Response, *Motivation Techniques, *Nonverbal Communication, *Persuasive Discourse, Religion, *Religious Cultural Groups, Rhetoric, Theater Arts
Identifiers-*Unification Church
The nonverbal components of dramatic art, namely costuming, setting, atmosphere, lighting, and blocking, can work as rhetorical determinants in the conversion process of the Unification Church in that they alter the frame of reference (the body of settled convictions, attitudes, and values) of certain individuals. The clean-cut costuming of church members in styles reminiscent of a simpler time can be reassuring to the potential convert at the same time that it provides a distinctive new identity. By choosing settings located in beautiful natural environments, the church suggests a life that is simple and satisfying. These settings, coupled with an atmosphere that emphasizes the importance of the individual and a spirit of love, friendship, and group camaraderie, can contribute further to a person's predisposition to conversion. The church's use of lighting (bare single light bulbs are used) can blur visual and psychological images, stunt criticism of the physical environment, and suggest the ascetic value of frugality. Finally, the use of blocking (spatial distances and relationships among members and nonmembers) in the Unification Church can be persuasive in that it suggests intimacy and familial belonging among the members. (MAI)

ED 163 570 EA 011 007

Course Outlines in Social Studies of the Rumson-Fair Haven Senior Elective Program.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-45p.; For related documents, see EA 011 002-010 ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-African History, Anthropology, *Course Descriptions, Curriculum Guides, Elective Courses, Psychology, Senior High Schools, Short Courses, *Social Studies, Sociology, United States History, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program

The Rumson-Fair Haven Senior Elective Program was developed and implemented by students, faculty, and administrators over the three-year period from 1971 to 1974. The program offers high school students who complete graduation requirements in the first three years of the four-year program a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program is conducted in an open space building with an open campus policy. This brochure contains outlines of minicourses in the social studies department, listing texts and other bibliographical references and detailing units within the course outlines. Appended to each outline are brief statements on teaching styles and course evaluation methods currently in use in the program. Specific courses listed are Introduction to Psychology, Abnormal Psychology, Anthropology, Cultural Anthropology, Criminology, Sociology, History and Culture of the American Indian, Ancient African Empires, Intellectual History of the United States, Contemporary Foreign Affairs, State and Local Government, American Political Parties, and Vital Issues of the United States Constitution. (Author/PGD)

ED 163 680 EC 112 504

Brady, Mary Ella And Others
OROS-Oral Reading Observation System. Observer's Training Manual.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 76
Grant-OEG-9-242178-4149-032
Note-139p.
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($2.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Classroom Observation Techniques, Cues, *Handicapped Children, Interaction, Manuals, Miscue Analysis, *Oral Reading, *Reading Instruction, Self Evaluation, *Teacher Education, *Training Techniques
Identifiers-*Oral Reading Observation System
The training manual provides self-instructional materials for the Oral Reading Observation System (OROS) designed to teach accurate coding of teacher/pupil verbal interactions during oral reading instruction. The nine sections focus on specific aspects of the OROS system, include self-evaluation exercises, and have the following titles: (1) Target Pupil-Exact Oral Reading'', (2) Target Pupil-Miscue'', (3) Look Teacher Prompts'' (the teacher tries to help the child with the miscue without actually telling him what the word is), (4) Sound Teacher Prompts'', (5) Meaning Teacher Prompts'', (6) Pupil Answer to Prompts'', (7) Teacher Feedback and Management'', (8) Teacher Telling'' (the teacher gives the child the text word), and (9) Non-Oral Reading/Other'' (teacher or pupil behaviors not related to reading). (Author/PHR)

ED 163 727 EC 112 758

ESEA Title VIB 1975-76.

New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Program Budgeting, Program Descriptions, *Program Development, *State Programs, Statistical Data
Identifiers-*New York

The report summarizes data related to funding and implementation of the Education of the Handicapped Act, Title VIB New York Program, a statewide educational effort with a goal of aiding handicapped children to become as self-sufficient as their handicaps permit. Following an overview are chapters focusing on fiscal characteristics (sources of data, budgeted expenditures, and allocation); project characteristics (distribution of projects by school term, noninstructional projects, target population characteristics, participation by instructional area and handicapping condition, and staff characteristics); and achievement in reading and mathematics of handicapped project participants. Appended are program descriptor and achievement statistical data. (SBH)

ED 163 340 CG 013 031

Hearing Before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session. Extension of the Alcohol and Drug Abuse Education Act.

Congress of the U.S., Washington, D.C. House.

Pub Date-24 Jan 78

Note-112p.; Not available in hard copy due to marginal legibility of small type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Alcohol Education, *Drug Education, Drug Legislation, *Educational Legislation, Federal Legislation, Federal Regulation, Hearings, Pharmaceutical Education, *Prevention

The hearing before the Subcommittee on Select Education of the Committee on Education and Labor focuses upon the proposed extension of the Alcohol and Drug Abuse Education Act. Testimony is heard from professors, principals, superintendents, and other professionals involved in the field of substance abuse education. The act itself and applicable regulations issued by the Department of Health, Education, and Welfare are included. (KA)

ED 163 434 CS 004 543

Georgia Right to Read Program External Evaluation Report: Part I: Participants.

Georgia State Univ., Atlanta.
Pub Date-Oct 78
Note-20p.; For related document, see CS004544 ; Parts may be marginally legible due to print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Attitudes, Elementary Secondary Education, Participant Involvement, *Program Attitudes, *Program Evaluation, Questionnaires, *Reading Programs, Reading Research, Surveys, Teacher Attitudes
Identifiers-*Georgia, *Right to Read

The results of a survey of participant attitudes are contained in this, the first of two reports evaluating the Georgia Right to Read Project. The survey was conducted for all schools participating in the project and included principals, reading teachers, and county project directors. The report concludes that the participants had positive attitudes toward the project. (A copy of the attitude survey form is appended.) (FL)

ED 163 502 CS 204 576

Pei, Mario
Weasel Words: The Art of Saying What You Don't Mean.
Pub Date-78
Note-198p.
Available from-Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, New York 10022 ($9.95 cloth)
Document Not Available from EDRS.
Descriptors-*Ambiguity, Language Patterns, *Language Usage, *Mass Media, *Popular Culture, *Semantics, Sociocultural Patterns, Written Language
Identifiers-Advertising

Intended as a survey of the use of "weasel words" (a term coined by Theodore Roosevelt to mean an equivocal word intended to deprive a statement of its force), this book discusses these words both as a part of the historical process of language change and as a misleading and confusing element in current media. Humorous in tone, the book presents numerous examples of weasel word techniques taken from radio, television, citizen band language, media advertising, other advertising techniques and practices, Hollywood, the performing arts, sports, magazines, and books, as well as from the jargon used in discussing the new sex morality, pornography, women's liberation, the "generation gap," science, and education. (MAI)

ED 163 658 EA 011 146

Compiled School Laws of Alaska.
Alaska State Dept. of Education, Juneau.
Pub Date-Sep 78
Note-206p.; For a related document, see ED 143 143; Not available in paper copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Personnel, Colleges, *Educational Administration, *Educational Legislation, Elementary Secondary Education, Foundation Programs, Postsecondary Education, *School Law, School Systems, State Aid, *State Legislation, State Libraries, Students, Student Transportation, Teacher Retirement, Teachers, Universities
Identifiers-*Alaska

This document gathers together the Alaska state statutes dealing specifically with education and those affecting education although not limited solely to education. Both elementary and secondary education and postsecondary education are dealt with. The topics covered include the administration of the schools; the rights and responsibilities of teachers, administrators, and students; the state foundation program; private and parochial schools; teacher retirement; food services; and the administration of the state museum and library. (IRT)

ED 163 183 CE 018 246

Belitsky, A. Harvey
New Technologies and Training in Metalworking.
National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date-78
Note-62p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00577-8)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Case Studies, *Educational Needs, Industrial Training, *Job Training, Manpower Needs, Metal Industry, *Metallurgy, *Metal Working Occupations, Numerical Control, Productivity, Skill Development, Skilled Workers, *Technological Advancement

This report reviews the role of technological factors in metalworking and the training required to adapt to new metalworking technologies. Focus is on whether firms that have adopted the new technologies have encountered obstacles in training and developing the skills of their work forces. The report is organized in three parts. Parts I and II draw upon several public and private surveys and studies plus telephone and written contacts with persons in industry, unions, trade and professional associations, and training institutions. Two recent innovations, programmable controllers and programmable hand calculators, are considered, along with the more familiar numerical control, in part I. Part I also briefly discusses powder metallurgy and nontraditionai'' machining. Part II deals with training requirements and sources of training. It describes several programs in educational institutions outside the industry. The third part, four case studies in training in metalworking, considers different firms of varying size and technology. Two of the case studies deal with sources of, and needs for, numerical control (NC) training. The other two describe training for powder metallurgy and electrochemical machining. Implications are drawn for productivity and the quality of working life in the metalworking industries. References and descriptions of federal government publications related to training and technology are included. (CT)

ED 163 201 CE 018 495

Heller, Barbara R. Gross, Linda

Sex Differences in Cooperative Education: A Study of Sex Stereotyping Related to Selected Institutional, Employer, and Cooperative Education Program Characteristics.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Report No.-CASE-25-78
Pub Date-Sep 78
Note-94p.; Some pages in this document will not reproduce well due to small or faint print
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-College Students, *Cooperative Education, Cooperative Programs, *Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Females, Institutional Characteristics, Job Satisfaction, *Job Skills, Males, Program Evaluation, Questionnaires, *Sex Differences, Sex Role, *Sex Stereotypes, Work Attitudes, Work Environment, Work Experience Programs, Working Women

The purpose of this investigation was to examine the kinds of things males and females do on their first co-operative job, how they perceive their working conditions and responsibilities, and how their performance is viewed by their employers. There were 272 college students in the sample. Sexes were fairly evenly represented, but the male-female ratio differed by curriculum and job placement. Students' workday activities information was collected on a student placement log and supplemented by a student questionnaire. The final instrument was a supervisor's evaluation checklist. A comparison of what males and females do on a typical work day did not reveal many differences. Most students of both sexes viewed each thing they did on the job as an appropriate activity. Supervisors tended to rate females higher than males on general work habits and compliance with company policies. In most cases supervisors tended to attribute similar personal characteristics to male and female students. An interesting comparison is that of students' self-assessment of their abilities in relation to supervisors' ratings. More males than females felt competent in most work activities. In contrast, when supervisors rated performance on many of these same activities, females were usually rated as having done better than males. (CSS)

ED 163 365 CG 013 079

Peters, Michael W. And Others
Evaluating the Clinical Process in Juvenile Diversion Services.
Pub Date-22 Apr 78
Note-20p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978); For related documents see CG 013 077, CG 013 078, CG 033 080, CG 013 198 ; Appendix may be marginally legible due to light print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Delinquency Prevention, *Delivery Systems, *Evaluation Methods, *Juvenile Courts, *Program Evaluation, State of the Art Reviews, *Youth Programs
The clinical evaluation package used in this study was designed to: (1) develop an instrument capable of generating client typologies for counselees in juvenile diversion programs; (2) develop a measure of the counseling process that could differentiate client services received in such counseling programs; and (3) provide the programs with a clinical outcome measure. A preliminary analysis based on a small number of returns indicated potentially useful results in all three areas. Good response distribution on several items indicated it may be possible to generate case typologies; variables emerged which provided good case differentiation in how cases are evaluated and treated, as well as delineating the type of client served by each agency, and potential inconsistencies in evaluation and treatment were revealed. (Author/BP)

ED 163 412 CS 004 519

Norton, Audree L.

Reaching Out to Develop the Creative Reading Potential of the Hearing Impaired in Community Colleges.

Pub Date-Mar 78
Note-9p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Programs, *Creative Reading, *Deaf Education, *Handicapped Students, *Hard of Hearing, Higher Education, *Reading Development, Reading Instruction, *Remedial Reading, Student Development

Hearing impaired students need the opportunity to develop their creative reading ability (the ability to acquire ideas and information through printed words, to apply them to personal problems, and to attempt to resolve those problems). Although many hearing impaired students have the intelligence to be successful readers, they have been discouraged by the attitudes of others toward their deafness. A hearing impaired program with small classes that encourages students to share their common problems and to develop skills in many areas can improve self-esteem and then permit the improvement of reading skills, comprehension, vocabulary, concentration, and memory. A program developed along these lines at Ohlone Community College in Fremont, California, has been shown to produce significant gains in the creative reading potentials of hearing impaired students. Students who have been successful in such a program may procede to regular classes with hearing students. (TJ)

ED 163 457 CS 204 327

Watt, James H., Jr. And Others

Pro- and Anti-Social Behaviors Subsequent to Arousal and Observational Learning from Television.

Pub Date-Aug 77

Note-42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977) ; Best copy available

EDRS Price MF-$0.83 HC-$2.00 Plus Postage.

Descriptors-Anti Social Behavior, *Arousal Patterns, College Students, Higher Education, Modeling (Psychological), *Observational Learning, Prosocial Behavior, *Social Behavior, *Television, *Television Research, *Television Viewing, Violence

Ninety-five college students participated in an investigation of the arousal and observational learning effects produced by television viewing. The subjects were assigned to one of three experimental television viewing conditions: a serious dramatic presentation with high physical and verbal violence, a comedy with high verbal conflict but no physical violence, and a game show with no violence but with a number of rewarding behaviors. Prior to the viewings, the subjects' aggression levels were measured by means of a questionnaire. A continuous measurement of galvanic skin response was made as the subjects viewed the presentations. After the viewings, the subjects participated in an experimental game which provided them with the opportunity to reward or punish (or refrain from either) a person of the same sex whose role was to provide them with information necessary to achieve a desired goal and who provoked frustration in the subjects by occasionally giving incorrect information. It was concluded that no evidence for a general arousal effect was observed, that evidence of observational learning was found only for prosocial behavior, and that arousal and frustration levels predicted only subsequent antisocial behavior. (FL)

ED 163 479 CS 204 549

Dudenhefer, John Paul

A Quasi-Experimental Study of Composition Revision for Developmental Students in a Technical Institute.

Pub Date- 75
Note-10p.; Study prepared at the State Technical Institute at Memphis
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, *Composition Skills (Literary), *English Instruction, *Feedback, Higher Education, *Participant Satisfaction, Student Improvement
Identifiers-*Composition Research, *Revision (Written Composition)

Forty-three students in a developmental English course participated in a study to discover whether students' writing would improve and their satisfaction with the course would be increased if they were permitted to revise their papers after the papers were marked but before they were graded rather than after the papers were both marked and graded, as is traditional. One section of the course was the experimental group and a second section was the control group. Pretest compositions were assigned at the beginning and posttest compositions were assigned at the end of the course. The sections were taught by the same instructor in the same way except for the order of mark-grade-revise. A semantic differential was used to discover what differences in course evaluation might occur between the two sections. Writing improvement was measured in terms of growth in the length of T-units between the pretest and posttest compositions, and frequency of errors was calculated. No statistical differences between the two groups were found in terms of writing improvement nor in terms of course satisfaction, but there was a significant decrease in the frequency of errors within the experimental group. (TJ)

ED 163 525 CS 502 270

Horn, B. Ray

World Environmental Communication and Education Needs: How They Vary, What It Means.

Pub Date-May 78
Note-23p.; Paper presented at the Annual Meeting of the National Association for Environmental Education (7th, Chicago, Illinois, May 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), Comparative Analysis, Developed Nations, Developing Nations, *Economic Development, *Educational Needs, *Environmental Education, Financial Needs, Foreign Countries, Global Approach, *Needs Assessment, Personnel Needs, Program Development, Surveys, Technology Transfer, *World Affairs
Identifiers-*Environmental Communication

Results of an assessment of the needs of 136 countries for environmental communication, education, and information resources are reported in this paper. Following an overview of the procedures used in conducting the assessment, levels of needs for environmental education (EE) resources are reported for Africa, the Arab states, Asia, Latin America, and northern, western, eastern, and southern Europe. The needs of North America are then compared in narrative and tabular form with worldwide needs in seven EE categories: legislation, funds, organizations, personnel, physical facilities, instructional materials, and programs. Five major themes are then elaborated that reflect recent trends in thinking about world development problems, and discussions are presented related to the relationship between EE and overall national development, the international transfer of EE technologies, and major guidelines for EE program development within North America. The central thesis of the paper, which parallels the views of Fritz Schumacher in "Small Is Beautiful," is that people can best meet their wants by scaling them down to what they really need and by developing socially and environmentally appropriate technologies to help satisfy those needs. (GW)

ED 163 591 EA 011 068

Thomas, Margaret A.

A Study of Alternatives in American Education, Vol. II: The Role of the Principal.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-DHEW-R-2170/2-NIE
Pub Date-Apr 78
Contract-B2C-5326
Note-121p.
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Administrator Role, Administrator Selection, *Alternative Schools, *Decision Making, Educational Alternatives, Elementary Secondary Education, Leadership Styles, Organization, *Principals, Program Descriptions, School Integration, Teacher Attitudes, Teacher Participation
Identifiers-Alum Rock Public Schools CA, Cincinnati Public Schools OH, Eugene Public Schools OR, Minneapolis Public Schools MN

This report is the second of a series documenting a study of alternative schools in American education. The report focuses on the role of the school principals in managing diverse educational programs in their schools. Its purpose is to provide helpful information to school districts considering the implementation of alternatives and to assist state and federal policy-makers who may be interested in this innovation. The study addresses three main issues: how alternative school principals are selected and the relationship of these selections to the districts' system of alternatives; principal leadership styles and the distinctiveness of alternative programs; and principal leadership and conflict between competing alternative programs. For the purpose of analysis, school principals in four districts Alum Rock, California; Minneapolis, Minnesota; Cincinnati, Ohio; and Eugene, Oregon were classified according to three broadly different approaches to decision-making: authoritarian, functional, and collegial/democratic. Three behavioral types, as composites of principal management styles, were developed that closely parallel these three approaches: the director, the administrator, and the facilitator. In addition, the alternative programs were classified into two types, based on their method of organization: those that are located with other programs in one school building and those that are organized as separate-site programs. (Author/IRT)

ED 163 613 EA 011 092

Duhamel, Ronald J. Duhamel, Carolyn S.
Standards in Education: An Up-Date.
Pub Date-Jun 78
Note-13p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Academic Standards, Elementary Secondary Education, Foreign Countries
Identifiers-Ontario
Standards in education have generated a great deal of dialogue. Many people who debate the question of standards in schools do not understand the term well; they do not know precisely what it is that has supposedly fallen or risen. In Ontario, even though there is not a great deal of evidence to indicate whether standards are rising or falling, and even though one must look carefully at the research which has been conducted in this field, there is some proof available which suggests that standards in elementary and secondary schools are as high, and probably higher, in a number of disciplines, than they have been in the past, in spite of the fact that there are a couple of problem areas. (Author)

ED 163 638 EA 011 118

School Volunteer Programs.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-5p.; Chapter 18 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Annotated Bibliographies, Handicapped, Learning Activities, Literature Reviews, *Parent Participation, School Community Relationship, Tutoring, *Volunteers
This chapter of "The Best of the Best of ERIC," Volume 2, contains 16 summaries of documents and journal articles on school volunteer programs, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as the coordination and management of school volunteer programs; the benefits of school volunteer programs; increased parental involvement; improved learning environment; examples of various program designs and procedures; and a discussion of recruiting, training, and evaluation related to school volunteer programs. (PKP)

ED 163 221 CE 018 809

Productivity and Job Security: Retraining to Adapt to Technological Change.

National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date-77
Note-114p.; For related documents see ED 149 142 and CE 017 486
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Adult Education, Case Studies, City Government, Employer Employee Relationship, Employment Problems, Improvement, Industrial Training, Information Dissemination, Job Layoff, *Job Skills, Job Training, Labor Force, Manpower Development, *On the Job Training, Productivity, *Retraining, Skill Obsolescence, *Technological Advancement, *Tenure, Training Objectives, Training Techniques, Vocational Adjustment

This report, the first of a series on productivity and job security, presents five case studies to illustrate retraining to achieve worker's adjustment to technology. The first of seven chapters addresses the following issues: the availability of job training/retraining data, the desirability of informing workers in advance of technological change, advantages/disadvantages of training methods, and the general effectiveness of retraining to assure job security. The first case study, presented in chapter 2, discusses the removal of foundry worker's apprehensions about moving into a new foundry through on-the-job training (OJT) and assurances that job declines would be met through attrition. Chapter 3 examines a case in which single craft mechanics were transformed to multicraft personnel through OJT and home study. The fourth chapter contains a case in which graphic arts innovations and employer attitudes resulted in mature worker's layoffs. Chapter 5 discusses the use of simulation to upgrade welders' skills. Chapter 6 recounts a case in which Detroit retrained building inspectors. The importance of continuing education and training are emphasized in chapter 7. This final chapter formulates policy implications and suggests that efforts to achieve high productivity through technology is generally accepted by unions provided companies pursue a job security policy. (Other reports in this series are also available see note.) (CSS)

ED 163 241 CE 018 913

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XIV: Orthopaedic Physician's Assistant.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-39p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis
Identifiers-*Orthopaedic Physicians Assistants

An analysis of survey responses from a sample of orthopaedic physician's assistants on competency characteristics for their occupation is presented in this document. (Orthopaedic physician's assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 277 CE 018 964

Harkins, Frances

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-2: Building a Curriculum for Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-20p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, *Curriculum Development, Educational Resources, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education

This module on building a curriculum for vocational education is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the function of curriculum; (2) assessing the need for curriculum; and (3) available resources. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 317 CG 013 002

Alson, Jo Cesnik, Bernard I.
Telephone Evaluations of Critical Situations.
Pub Date-6 Apr 78
Note-11p.; Paper presented at the Annual Meeting of the American Association of Suicidology (11th, New Orleans, Louisiana, April 6-9, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Counselors, *Crisis Therapy, *Decision Making, Guides, Intervention, Mental Health Programs, *Needs Assessment, *Outreach Programs, Psychological Evaluation, *Resource Allocations
Identifiers-*Telephone Evaluations
Everytime an emergency telephone rings, the telephone worker may be faced with a life-threatening situation. An important decision facing the worker is whether to handle any given crisis call over the telephone, or to opt for a face-to-face contact. An inaccurate assessment or evaluation of a high-risk situation could contribute to serious consequences. Overreacting to what is actually a low-risk situation could result in the misuse of services and could create a dependency in the client. Emergency telephone staff are expected to make these critical assessments and evaluations without the benefit of physically viewing the patient or having control over his/her physical environment. Staff must rely totally on what they hear on the phone to evaluate, calm, motivate, plan and move the patient through the crisis toward stability. This decision-making process is examined and alternative strategies are considered in which factors such as risk assessment, resources, client responsiveness and articulateness, availability of staff, new vs. previous contact, and source of the request for contact are taken into account. (Author/JLL)

ED 163 341 CG 013 032

Gehr, Marilyn, Comp.

Women as Victims of Violence: Battered Wives/Rape. A Selected Annotated Bibliography.

New York State Education Dept., Albany.
Pub Date-Jan 78
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Aggression, Annotated Bibliographies, Court Litigation, *Crime, *Family Problems, *Females, *Legal Problems, *Rape, *Violence
Identifiers-*Battered Women

This selected annotated bibliography focuses on women as victims of violence, specifically battered wives and rape victims. Areas of concern include the history of violence, causes, statistics, legal remedies, and suggestions for reform. Case studies highlight the involvement of police, social agencies, hospitals, and the community. Summaries of research are also included. (Reference numbers used relate specifically to the New York State Library system.) (KA)

ED 163 389 CG 013 164

Creating Change for College Women: The Catalyst Model Staff Training Program.

Catalyst, New York, N. Y.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-78
Note-107p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Career Education, Career Planning, Change Agents, College Students, *Curriculum Design, *Females, Guides, Higher Education, *Staff Role, *Undergraduate Students, *Womens Education

This manual makes available the resources and experience of a project designed to respond to the career needs of young undergraduate women. Included is a list of annotated references, plus a summary of each curriculum unit. This manual is divided into six sections: (1) description of the preliminary phase of the project; (2) outline of the goals and methods of the project and its curriculum; (3) description of the Pilot Campus Interventions; (4) retrospective view of the training; (5) major resource lists compiled for the project; and (6) an annotated bibliography of materials relevant to the curriculum. (Author/LP)

ED 163 435 CS 004 544

Georgia Right to Read Program External Evaluation Report: Part II: Non-Participants.

Georgia State Univ., Atlanta.
Pub Date-Oct 78
Note-20p.; For related document, see CS004543
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Negative Attitudes, *Program Attitudes, *Program Evaluation, Questionnaires, *Reading Programs, Reading Research, Surveys
Identifiers-*Georgia, *Right to Read

The results of a survey of nonparticipating schools are contained in this, the second of two reports evaluating the Georgia Right to Read Project. The survey solicited information about why the schools had elected not to participate, and it is concluded that lack of time and of money were the major reasons for nonparticipation. (A copy of the survey form is appended.) (FL)

ED 163 503 CS 204 577

Gibson, Walker, Ed.
New Students in Two-Year Colleges: Twelve Essays.
National Council of Teachers of English, Urbana, Ill.
Pub Date-79
Note-136p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 33452, $5.00 member, $6.00 non-member)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-College Students, *Composition (Literary), Educationally Disadvantaged, *English Instruction, English Programs, Junior Colleges, *Literature Appreciation, Metaphors, *Nontraditional Students, *Reading Instruction, Rhetoric

Intended for college English teachers, the essays in this collection represent the scholarship of 12 professors who participated in a year-long seminar on the teaching of reading and writing to the "new" types of students who are presently attending two-year colleges. The first essay offers a profile of the new student as one who is job-oriented and who scores in the lowest third on national tests of ability and aptitude, and the second essay discusses ways in which scientific terminology and procedures can damage the teaching of English. The next six essays present practical proposals for teaching the new student, which include using traditional literature, popular fiction, formula fiction, native American literature, folklore, and moral value discussions in composition. The remaining essays call for a humanistic response to the future of writing as proposed by Marshall McLuhan and others, discuss the theories that support traditional modes of rhetoric, and illustrate the function of metaphor in science, the humanities, and all discourse. (MAI)

ED 163 703 EC 112 699

Alvir, Howard P.

Mainstreaming the Handicapped. 1: Overview; 2: Special Support Services; 3: Teacher Roles.

Pub Date-78
Note-44p.; Reproduced from best copy available
Available from-Claire Gelinas, 27 Norwood Street, Albany, NY 12203 (Send stamped self-addressed envelope for details)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Role, Ancillary Services, Annotated Bibliographies, Definitions, *Handicapped Children, *Mainstreaming, School Services, *Special Services, *Teacher Role, *Teaching Skills

Presented as a resource for administrators are three of a 10-part series on mainstreaming handicapped children. Each part includes a discussion of practical concerns, a self-evaluation quiz on current research, and an annotated bibliography. The first part provides an overview of definitions, concerns, legalities, and research on mainstreaming, while part 2 examines the nature of special support services. The final section explores the role of the teacher and examines teacher concerns and competencies. (CL)

ED 163 728 EC 112 780

Rogan, Laura Lehtinen Hartman, Lenore Dumas

A Follow-Up Study of Learning Disabled Children as Adults. Final Report.

Cove School Research Office, Evanston, Ill.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 76
Grant-OEG-0-74-7453
Note-114p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Academic Achievement, Adults, Exceptional Child Research, Followup Studies, *Learning Disabilities, Marital Status, *Social Adjustment, *Vocational Adjustment

The study looked at the adult attainments of 91 children with learning disabilities who received remedial education in a private school for an average of 3 years between the ages 6 and 13. Methodology included questionnaires, interviews, and psychological testing. Approximately 60% were employed, 16% were in college. Major occupations were clerical (33%), unskilled (23%), professional (13%). Fifteen percent were married. Approximately 55% were independent of parental supervision. A very low incidence (6%) of delinquency and adult offenses was found. (Sixty-nine percent graduated high school; 15% completed public school educable mentally handicapped programs. Thirty-six percent completed college; 8% completed or are pursuing graduate study. Adult testing showed an increase of IQ scores relative to the Ss' population mean. Wechsler Adult Intelligence Scale mean IQs were all in the average range. Mean reading, spelling, and arithmetic scores ranked in that order. Reading and spelling scores were related to discrepancies between Verbal and Performance IQ. Personality test findings suggested vulnerability to stress. (Auhtor/SBH)

ED 163 752 EC 113 312

Keller, William K., Ed.
Youth Services Information System (YSIS).
National Office for Social Responsibility, Arlington, Va.
Pub Date-78
Contract-J-LEAA-088-77
Note-233p.; Majority of pages must be double framed which will affect readibility of the document
Available from-National Office for Social Responsibility, 1901 N. Moore Street, Arlington, Virginia 22209 ($6.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Case Records, *Data Collection, Delinquents, Developmental Disabilities, *Handicapped Children, Information Storage, *Recordkeeping, Records (Forms), Youth Agencies
Identifiers-Youth Services Information System

The book presents a model recordkeeping system (Youth Services Information System YSIS) for use with problem youth, including the developmentally disabled and delinquents. It is explained that the system is designed to support the planning and delivery of youth services, to maintain client-oriented case records and central files, and to produce management and client tracking reports. The first part provides an overview and general description of YSIS, including forms and reports. The second section presents basic case management information on handling a client, collecting data, and delivering services. The final part outlines procedures for manually maintaining the data and generating tracking and management reports for use by case managers and administrators. (CL)

FL

ED 163 166 CE 017 642

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report.

Northwestern Tri-County Intermediate Unit 5, Edinboro, Pa.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 76
Grant-G007502398
Note-191p.; Not available in hard copy due to faint and broken type in the original document; For related documents see CE 017 643, CE 019 276, ED 114 586, and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Career Awareness, *Career Development, *Career Education, Career Exploration, Community Involvement, *Computer Oriented Programs, Curriculum Development, Elementary Secondary Education, Faculty Development, Inservice Teacher Education, Occupational Clusters, Program Attitudes, *Program Effectiveness, *Program Evaluation, Questionnaires, Resource Units, Standardized Tests, Teacher Developed Materials, Vocational Education
Identifiers-Education Amendments 1974, Pennsylvania

An evaluation was conducted to measure the effectiveness of the K-12 Career Education Curriculum Model developed and implemented in the Northwest Tri-County Intermediate Unit (Edinboro, Pennsylvania). (See CE 017 643 for a detailed description of the project.) Career awareness, career exploration, and career preparation of pupils, K-12, were evaluated using standardized tests (relating to academic achievement in reading, mathematics, and career knowledge) and evaluator-designed tests (relating to progress toward project objectives). A sample was drawn from the seventeen school districts participating, and a basic control-group, pretest-posttest design was utilized for testing. Questionnaires were administered to teachers and administrators. (Many of the instruments are appended.) Minimal differences in academic achievement were reported between the experimental and control groups. All groups made gains in achievement during the year, but it was not possible to show that the use of the career units influenced these gains. In the area of career education, the experimental kindergarten and second-grade groups scored significantly higher than their control groups, but no significant differences were detected at the higher grade levels. The evaluators felt that in the limited amount of time during which the students were exposed to the project the benefits of career education could not totally be assessed by the testing program. Satisfactory progress was made toward diffusion of the curriculum project, and feedback from teachers and administrators was generally favorable. (BM)

ED 163 549 CS 502 335

Avery, Robert K.
Patterns in the Life Cycle: Adolescents' Use of Mass Media.
Pub Date-Nov 78
Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, Age Differences, *Audiences, Broadcast Television, Mass Media, Media Research, *Need Gratification, Programing (Broadcast), *Television Research, *Television Viewing, Use Studies, *Viewing Time
Identifiers-Audience Response
Based on data from eight studies that have contributed the bulk of research on adolescents' uses of and gratification from the medium of television, the following conclusions emerge: the time spent watching television peaks at age 12 and declines by 10% by age 18; television provides a means of escape, relaxation, entertainment, and relief from loneliness; senior high adolescents are more likely to attend to politically-oriented information than junior high adolescents; there is an increased tolerance by teenagers for the portrayal of sex and violence on television; teenagers make their own program choices or influence their parents' choices; lower income and working class adolescents watch more television than those from higher socioeconomic levels; television viewing is frequently done in conjunction with school work, reading, and interacting with others; and although television viewing declines in adolescence, there is a general increase in the use of other media such as magazines, radio, newspapers, movies, and phonograph records. Shortcomings in these data stem from the fact that researchers are not able to measure audience needs adequately, to identify behaviors in response to those needs, or to determine the success of those behaviors in resolving audience needs. (MAI)

ED 163 571 EA 011 008

Course Outlines in Industrial Arts of the Rumson-Fair Haven Senior Elective Program.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-17p.; For related documents, see EA 011 002-010; Photos may not reproduce clearly ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Auto Mechanics, *Course Descriptions, Curriculum Guides, Elective Courses, Electricity, Industrial Arts, Senior High Schools, *Shop Curriculum, Short Courses, Validated Programs, Vocational Education
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program

The Rumson-Fair Haven Senior Elective Program was developed and implemented by students, faculty, and administrators over the three-year period from 1971 to 1974. The program offers high school students who complete graduation requirements in the first three years of the four-year program a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program is conducted in an open space building with an open campus policy. This brochure contains outlines of minicourses in the industrial arts department, listing texts and other bibliographical references and detailing units within the course outlines. Appended to each outline are brief statements on teaching styles and course evaluation methods currently in use in the program. Specific courses listed are Automotive Maintenance, Basic Electricity, Jewelry, Advanced Jewelry, and Lapidary. (Author/PGD)

ED 163 614 EA 011 093

Duhamel, Ronald J. Johnson, Kenneth D.
Leadership Skills of the Future.
Pub Date-21 Jun 78
Note-21p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Chief Administrators, Cultural Pluralism, Economic Climate, Elementary Secondary Education, Enrollment Trends, Foreign Countries, *Futures (of Society), Higher Education, Information Dissemination, Information Retrieval, *Leadership, Leadership Qualities, Political Attitudes, *Skills, Social Change, Socioeconomic Influences, *Systems Analysis
Identifiers-*Canada (Ontario)
A framework, borrowed from systems theory, is set up to identify societal forces and changes that will affect educational leaders of the future. These are the economic system with fewer dollars and the reality of declining enrollment, the trend towards conservatism and traditionalism in programming, the deluge of information from which leaders must make decisions, and the cultural plurality that society itself has recognized. Major leader behaviors that will result from these changes are mainly changes of emphasis. There will be a greater need for business and finance skills such as forecasting, cost analysis, and cost-effectiveness. Greater accountability will be required of more individuals, students, teachers, and leaders, and there will be more evaluation, for example, of performance and programs. Also since there is presently much greater cultural diversity accepted in society, there will be a need to deal with sets of values that leaders have not always considered in the past. Furthermore, skills of information processing such as interrogation and analysis will require greater attention. Finally, the ability to say "no" and stick to it will become increasingly important. (Author/MLF)

ED 163 659 EA 011 147

Chismore, W. Dale Hill, Quentin M.

A Classification of Educational Subject Matter. State Educational Records and Reports Series: Handbook XI.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-112
Pub Date-78
Note-223p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01876-4; $4.00)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Classification, Codification, Education, Taxonomy

This classification of educational subject matter encompasses subject matter in preelementary through postdoctoral levels. As opposed to instructional programs, which represent the form and style by which knowledge is transmitted (such as nursing, college preparatory, or journalism programs), educational subject matter deals with the knowledge itself (such as English, psychology, or physical education). This classification of subject matter is intended to provide a single standardized scheme for reporting, recording, and exchanging data about subject matter. It will be of use in providing common data about subject matter over longitudinal studies, between instructional levels, and in local, state, and federal data reporting. The classification contains 22 first-order subject-matter areas from agriculture to social sciences. Within each area, subject matter is divided into second-order, third-order, and if necessary, fourth-order entries. A digit coding structure is also used to classify all entries. Definitions of each order and suborder of subject matter are provided. A lengthy appendix lists other means of classifying subject matter, including difficulty, by level of instruction, by organization providing instruction, and by type of instructional program. An alphabetical index of all orders and suborders is also included. (Author/JM)

ED 163 681 EC 112 506

Stolovich, Harold D.

Reaching the Handicapped Through Their Teachers: The Development and Evaluation of Two Competency-Based Training Modules. Parents as Partners in Teaching Handicapped Children. Final Report 9.33.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 76
Grant-OEG-9-242178-4149-032
Note-189p.; Figures may be marginally legible
Available from-Indiana University, Center for Innovation in Teaching the Handicappeo, School of Education, Bloomington, Indiana 47401 ($,.50)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Audiovisual Programs, *Curriculum Evaluation, *Handicapped Children, *Instructional Materials, *Learning Modules, Literature Reviews, *Performance Based Teacher Education, Special Education Teachers, *Teaching Methods

A generalized instructional development model was constructed which could be adapted and applied to the production of competency based nonprint self-instructional materials for special education teachers, and which produced demonstrable learning. After reviewing the literature in the field, it was ascertained that a combination of audiocassette, print, and filmstrips would provide the maximum number of attributes at the minimum cost and time requirements. Two modules were then produced (by separate researchers) in order to test the development model. The modules were tested on 90 Ss (aged 19-55 years) who were randomly divided into groups. Among conclusions of the study were that the model constructed can be applied to the production of self-instructional audiovisual training modules, and, while the modules do have an immediate effect on competency acquisition, the competencies are not maintained over time. (PHR)

ED 163 295 CE 019 097

Bleda, Paul R. And Others

Perceptions of Leader Attributes and Satisfaction with Military Life. Personnel Accession and Utilization Technical Area. Technical Paper 307.

Boston Area Academic Consortium, Inc., Mass.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Pub Date-Aug 78
Note-26p.
Journal Cit-Journal of Applied Psychology; v62 n1 p43-49 1977
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Armed Forces, *Enlisted Personnel, Factor Analysis, Interviews, *Job Satisfaction, *Leadership Qualities, Leadership Styles, Military Service, Predictor Variables, Quality of Life, Questionnaires, *Role Perception, *Supervisors
Identifiers-Army, United States

This study assessed the relative degree of association between quality of army life and perceived attributes of different types of leaders. Interviews with one hundred thirty lower ranking enlisted personnel provided information about soldiers' satisfaction with various facets of military experience and their perceptions of the behavior of superiors whom they viewed as either formulating (originators) or merely relaying (givers) daily orders. Regression analyses indicated that satisfaction with both the quality of army life in general and leadership in particular were related more closely to perceived attributes of the originator rather than to such attributes of the giver. This finding is attributed to the originator's greater hierarchical influence within the army structure. (Author)

ED 163 342 CG 013 036

Mravetz, Patricia

The Physiology of Exercise and the Process of Aging.

Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 74
Note-40p.; For related documents see CG 013 036, CG 013 037, CG 013 038, CG 013 039, CG 013 040, CG 013 041, CG 013 042, CG 013 043
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Age, *Age Differences, Curriculum Guides, *Exercise (Physiology), *Gerontology, Older Adults, Physical Activities, Physical Education, *Physical Fitness, *Quality of Life, Secondary Education, Secondary School Students

A physical fitness plan is considered desirable for young people, young adults, and especially older adults. This program for secondary level students focuses on the physiology of exercise and the process of aging, and stresses the need for physical fitness. Specific objectives include the following: (1) to let students become evaluators of their own exercise program in and out of school; (2) to introduce students at the secondary level to the study of adulthood and gerontology, and to the lifelong values of physical exercise; (3) to introduce the contradictions of the meaning and importance of lifelong exercies; (4) to develop a knowledge of the physiological benefits of a lifelong program; (5) to distinguish the contradictions of the past male/female roles related to a lifelong program; and (6) to introduce an account of the physiological process through the ages and the relationship of sedentary and active exercises to this program. Procedures for achieving these objectives are outlined. (KA)

ED 163 390 CG 013 177

Severson, Donald W. And Others
Wisconsin Career Guidance Resource Manual. Volume No. 1, 1977-1978.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date-78
Note-43p.; For related document see CG 013 014
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Education, Elementary Secondary Education, Evaluation Methods, Manuals, Needs Assessment, *Occupational Guidance, *Resource Materials, *Vocational Education

This supplement provides quick help and brief guidelines for evaluating and selecting materials for a school-based information service of Career Resource Center. First, it offers suggestions for selecting and organizing material about career topics such as occupations, educational and training opportunities, employability skills, counseling techniques, and individual and group activities. Second, it provides a review of implementation materials keyed by grade level and appropriate guidance objectives. And third, it presents a listing of needs assessment and evaluation materials. (Author/BP)

ED 163 413 CS 004 520

Evans, Peter And Others
British Columbia Reading Assessment 1977; Report 1: Test Results.
British Columbia Dept. of Education, Victoria.
Pub Date-Sep 77
Note-199p.; For related documents, see CS004520-522
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Applied Reading, *Educational Assessment, Grade 8, Grade 12, Program Evaluation, *Reading Achievement, Reading Comprehension, Secondary Education, *Student Evaluation, Study Skills, Testing, Word Study Skills
Identifiers-*British Columbia
The first segment of a two-part general report of a province-wide reading assessment program in British Columbia, this report describes and analyzes the reading test results of students in grades 8 and 12 in the domains of word meaning identification, comprehension of prose, applied reading, and study skills. The chapters of the report provide information on the background of the assessment program, define the domains and objectives of the study, and consider the test results for each domain for each of the grades tested. Interlevel results for grades 4, 8, and 12 and an analysis of test results as a function of student characteristics are included. Eight appendixes provide the following information: the contributors to the reading assessment; persons on the review panels; the schools that participated in the pilot study; the assessment timetable; the results of the reading assessment as interpreted by the panel; detailed item results and provincial results; a summary of recommendations; and the grade 8 and 12 test booklets used in the program. (MAI)

ED 163 436 CS 004 545

Behrstock, Julian
Books for All: International Cooperation for Reading Promotion.
Pub Date-Aug 78
Note-13p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Books, Developing Nations, Foreign Countries, *Illiteracy, *International Programs, *Reading Habits, *Reading Programs
Identifiers-International Book Year
The celebration of International Book Year in 1972 provided an impetus to increasing the number of people who read throughout the world. Four themes for that program were the promotion of the reading habit, development of book production and distribution, promotion of books in the service of education and peace, and encouragement of authorship and translation. It was a year for stocktaking and for analyzing three interrelated factors: literacy, availability of books, and extent of readership among the literate population. The studies that were carried out revealed that the absolute number of illiterates has continued to increase, that books are not uniformly available throughout the world, and that there are 600 million nonreaders among the literate population. In evaluating the year, the General Conference of UNESCO, the sponsoring agency, decided to maintain the initiative with a long-term program of action at the national, regional, and international levels and to retain the four original themes. Promotion of reading remains one of the foremost objectives and is dealt with in three major ways: instilling love for books, conducting studies of books and reading, and bringing books to the public. At the international level, the International Reading Association is playing a vital role in promoting readership. (TJ)

ED 163 458 CS 204 385

Zerbinos, Eugenia
The CIA-Media Connection.
Pub Date-Aug 78
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Ethical Values, Federal Government, Foreign Countries, *Government Role, Information Utilization, *Journalism, News Media, *News Reporting, Press Opinion, *Propaganda
Identifiers-*Central Intelligence Agency, Espionage
The Central Intelligence Agency (CIA) has paid journalists, used information from unpaid journalists, owned foreign media outlets, planted stories, and put the lid on other stories throughout its 30-year history. Journalism makes a good cover for agents because journalists can ask questions without arousing suspicion. It has been estimated that between 40 and 400 overseas journalists from all media have been on the CIA payroll at least part time. They have written stories, cut them, or not printed them at all at the request of the CIA. On at least some occasions, false stories have been planted in the foreign press, have been reprinted in the United States, and have misled the American public. The use of journalists as agents has met opposition from the owners and publishers of the various news media and has raised questions about the ability of a journalist to serve the purposes of the intelligence community and retain integrity as a newsperson. (TJ)

ED 163 480 CS 204 550

Evanechko, Peter And Others
Language: B.C. (British Columbia); An Assessment in the English Language Arts, A Pilot Study: Summary Report.
British Columbia Dept. of Education, Victoria.
Pub Date-Oct 76
Note-36p.; For related documents, see CS204550-553
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Educational Accountability, *Educational Assessment, Educational Objectives, *Educational Practice, Elementary Secondary Education, *English Instruction, Grade 4, Grade 8, Grade 12, *Language Arts, *Program Evaluation, Surveys, Teacher Attitudes, Test Interpretation
Identifiers-*British Columbia

The first segment of a long-term educational assessment plan, for which this summary report was compiled, called for a study that would survey the status of the English language arts in the province of British Columbia and serve as a pilot for future assessment programs. This summary presents the highlights of the original three-part report that documented the results of questionnaires completed by over 7,000 teachers and trustees and the results of reading and writing tests taken by nearly 40,000 students in grades 4, 8, and 12. Sections of the summary discuss general background information on the language project, instructional goals and objectives, instructional practices, test results, the accomplishments of the project, and the recommendations of the report as they affect various segments of the educational community. The appendixes provide a guide to the main report, list the people involved and the timetable followed in the project, and present the ranges of acceptable performance as defined by the panel for the fourth grade reading assessment. (MAI)

ED 163 639 EA 011 119

Staff Development.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 19 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Annotated Bibliographies, Certification, Elementary Secondary Education, *Inservice Education, *Inservice Programs, *Inservice Teacher Education, Needs Assessment, Principals, *Staff Improvement, Teacher Centers, Teachers

This chapter of "The Best of the Best of ERIC," Volume 2, contains summaries of documents and journal articles on staff development, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as individualized inservice training; examples of staff development programs for teachers and administrators; the use of teacher centers for staff development activities; the planning, management, and evaluation of districtwide staff development programs; state legislation affecting inservice staff development; and certification renewal through staff development. (PKP)

ED 163 704 EC 112 705

Replicating Direction Service: A Hand Book.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Jackson County Direction Service Center, Independence, Mo.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 77
Note-103p.; Parts of appendix may not reproduce clearly
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Community Services, *Handicapped Children, *Information Services, Program Administration, Program Design, Program Development, Program Planning, Resource Centers

The handbook details planning and development of a direction service center (DSC), an agency which matches the needs of handicapped persons with appropriate services. A replication sequence, based upon practices of the Jackson County, Missouri, Direction Service Center, is discussed for the following six areas: development of a resource information system; outreach services; client service; accountability; administration; and community/state relations. Among three appendixes are sample data collection forms and procedures. (CL)

ED 163 184 CE 018 267

Chairside Assisting Skill Evaluation (CASE). Clinical Setting. Health Manpower References.

Innovative Programming Systems, Minneapolis, Minn.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Dentistry.
Report No.-DHEW-HRA-78-52A
Pub Date-78
Contract-231-76-0031
Note-40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Check Lists, *Clinical Experience, *Dental Assistants, Dentistry, Equipment Maintenance, Health Occupations Education, Hygiene, Job Training, Performance Tests, Recordkeeping, *Student Evaluation

These checklists are designed for use during the dental assistant student's extramural clinical experience assignment. Checklists test students on their knowledge of terminology, equipment, procedures, and patient relations. Objectives are listed outline style with columns to check progress during a first and a second evaluation. Areas included are assistance in oral and dental examination; cavity preparation; cavity restoration; composite resin restoration; silicate restoration; impressions using various materials; occlusal registration; cementing procedure; tooth removal; periodontal surgery; crowns, bridges, and inlays; band cementation; root canal therapy; and pedodontic procedures. Also included is a summary checklist of all these procedures. Checklist items cover the procedures from preparation and hygiene through actual operation, monitoring of patient, recording patient information, and cleanup. (CT)

ED 163 202 CE 018 498

Continuation of Futuring the Business Education Curriculum Needs.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Supervision.
Report No.-CASE-#12-78
Pub Date-Jul 78
Grant-VEA-78-3A-540
Note-113p.; Not available in hard copy due to thin type in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Business Education, Career Opportunities, *Curriculum Development, *Educational Needs, *Employment Opportunities, Entry Workers, *Futures (of Society), Job Market, Manpower Needs, Performance Based Education, Prediction, Secondary Education, Statewide Planning, Teacher Education
Identifiers-*New York

This report contains six papers on preparing business education students and teachers to meet projected job needs. The papers, presented at four meetings of the New York Statewide Business Education Review Committee, address four major topics: (1) identifying projected skills, attitudes, and knowledge expected of entry level business employees in the 1980s and 1990s, (2) developing curricular competencies, (3) implementing curricular organization and competencies, and (4) determining the place of personal use skills in business education. In the first paper, Marla S. Batchelder predicts the employee skills big business will need in the next twenty years. In the second paper Gloria Ortner Chapman examines recent research to forecast needed aptitudes and skills and suggest ways schools can prepare students for tomorrow. George Meyer, in the third paper, predicts future educational requirements for entry level government workers. In the paper following, Gerald W. Faust proposes a method for extending the development of competency-based business education curriculum for New York State. The fifth paper, by Fred S. Cook and Rita C. Richey, introduces a process to develop and implement a New York State high school business education program. In the final paper, Hobard H. Conover looks at the present and future of New York's business teacher education. An appendix contains Detroit Public Schools' teacher-developed competencies/objectives. (CSS)

ED 163 242 CE 018 914

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XV: Radiological Technician.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-37p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Radiologic Technologists, *Task Analysis

An analysis of survey responses from a sample of radiological technicians on competency characteristics for their occupation is presented in this document. (Radiological technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 260 CE 018 947

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-3: Guidance and Counseling.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-25p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Choice, *Career Development, *Core Curriculum, Higher Education, Learning Activities, Learning Modules, *Occupational Guidance, Performance Based Teacher Education, Student Placement, Student Recruitment, *Teacher Education Curriculum, Theories, *Vocational Counseling, *Vocational Education, Vocational Followup

This module on guidance and counseling is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) theories of career development and vocational choice; (2) strategies of career guidance; (3) student placement; (4) student follow-up; and (5) student recruitment. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 366 CG 013 080

Coffin, Raymond J.

Psychometrics for the Cost Conscious: Using Discriminant Analysis to Refine Estimates of Program Cost.

Pub Date- 78

Note-6p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978). For related documents see CG 013 077, CG 013 078, CG 013 079, CG 013 198

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Comparative Analysis, *Cost Effectiveness, *Discriminant Analysis, Program Administration, *Program Evaluation, State of the Art Reviews

This presentation uses data from a long-term juvenile diversion counseling program to illustrate a sample method of estimating program cost. Several problems in using average cost figures are first presented. Then a method is described in which discriminant analysis can be used to refine cost comparisons. This makes it possible to produce meaningful comparisons between programs which differ substantially overall, but serve a somewhat overlapping clientele. Problems inherent in the discriminant analysis method are also mentioned. (Author/BP)

ED 163 526 CS 502 281

Koste, Virginia Glasgow
Dramatic Play: Root Meaning of Drama/Theatre.
Pub Date-Aug 78
Note-19p.; Paper presented at the Conference of the Children's Theatre Association of America (New Orleans, Louisiana, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bibliographies, Childhood, Childrens Games, *Creative Dramatics, Creative Expression, Creativity, *Drama, *Dramatic Play, Elementary Education, Fantasy, Imagination, *Play, *Pretend Play, *Theater Arts

The processes involved in drama and the dramatic play of children are essentially the same in that they rely on an imitation of nature, involve a transformation of reality through imagination, connect seemingly irrelevant elements creatively, and bring a temporary, limited order to an emotional experience. When child's play is used as a basis for the education of children or as a starting point for mature creative work, it is essential that its complexity remain intact and that it not be decoded or oversimplified. For students and practitioners of theatre and drama to express themselves creatively, it is not enough to use the techniques of playing; they must recover, value, and exercise their own innate mental playfulness. (A bibliography of books and articles on play is included.) (MAI)

ED 163 592 EA 011 069

Quindry, Kenneth E. Schoening, Niles
State and Local Revenue Potential 1976.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-77
Note-138p.; For a related document, see ED 135 042; Not available in paper copy due to small print size of original document; Tables may not reproduce clearly
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Local Government, State Legislation, State Programs, Statistical Data, *Tables (Data), *Tax Effort, *Tax Rates

This is the tenth in the series of Southern Regional Education Board reports on tax performance and tax effort of the states and their subdivisions. Three tasks are involved in preparing the statistics for the report. First, state and local tax collections are gathered by source and by state as reported by the Governments Division of the U.S. Bureau of the Census. Second, collections are measured against average rates of collection and potential collections are computed. Third, potential and actual collections are compared in order to determine the extent to which states are overutilizing or underutilizing the relative ability to collect taxes. These three sets of data are presented in tables 1-12 and further analyzed in tables 13-38. Additional tables present summaries, compensate for inflation, present tax rate data for major taxes, and present a summary of legalized gambling. Legislative activity in taxation during 1976 is also discussed. (Author/IRT)

ED 163 222 CE 018 818

Campbell, Duncan D.

Adult Education as a Field of Study and Practice. Strategies for Development. Comparative and Area Studies in Adult Education.

British Columbia Univ., Vancouver. Center for Continuing Education.
Spons Agency-International Council for Adult Education, Toronto (Ontario).
Pub Date-77
Note-239p.; Not available in hard copy due to thin print in the original document
Available from-The Centre for Continuing Education, The University of British Columbia, Vancouver, British Columbia, Canada, V6T 1W5 ($5.00, postpaid)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Education, Adult Educators, Course Content, Educational Methods, Educational Philosophy, Foreign Countries, Leadership Training, Models, Program Development, Surveys, *Teacher Education, *Training Objectives
Identifiers-Canada, Europe, Great Britain, United States

This study is designed to provide adult educators with information relevant to adult education training. In the first of six chapters an overview of adult education in Canada is presented. The definition of adult education, its history in Canada, and models expressing adult education goals are reviewed. Chapter 2 examines descriptive and analytic literature concerning adult education training. Theoretical and philosophical issues related to training are explored. The third chapter focuses on the training process and examines the training content, methodology and organization, and the institutional placement of training responsibility. Chapter 4 discusses leadership development practices and training approaches employed in Britain, Europe, the U.S., and Canada. Chapter 5 reports data drawn from three Alberta field surveys which record perceptions of adult education training needs and content/organization preferences. The final chapter summarizes the conclusions, which are described as generally applicable beyond provincial and national boundaries. It is suggested that the status of the adult education field will greatly depend on the quality and effectiveness of its program provisions. Appendixes contain selected Canadian/Albertan statutes, a distribution of Alberta's Further Education Councils, a list of barriers to expanded learning opportunities, instructional materials references, and a non-vocational teacher training model. (CSS)

ED 163 278 CE 018 965

Harkins, Frances

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-3: Applying Curriculum Specifics to Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-20p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Core Curriculum, *Curriculum Development, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, Student Needs, *Teacher Education Curriculum, *Vocational Education

This module on applying curriculum specifics to vocational education is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules comprising a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) selection of specific clientele and plans for a segment of curriculum material; (2) job analysis; (3) objectives; and (4) curriculum product. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 318 CG 013 003

Hyman, Irwin A.

A Social Science Review of Evidence Cited in Litigation on Corporal Punishment in the Schools.

Pub Date-31 Mar 78

Note-23p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Children, Civil Liberties, *Civil Rights, *Constitutional Law, *Corporal Punishment, *Court Litigation, *Discipline, Due Process, Equal Protection, Legal Problems, State of the Art Reviews

In the case of Ingraham vs. Wright, the United States Supreme Court ruled that under the eighth amendment school children do not have constitutional protection from the use of corporal punishment. The majority decision relies heavily on assumptions concerning the tradition and effectiveness of the use of corporal punishment in education. In an initial series of investigations, this article demonstrates the fallaciousness of the majority's assumptions. Corporal punishment is not rarely abused.'' It does not serve important educational interests'' and its elimination does not result in a lack of responsibility and decorum.'' Additional assumptions are also discussed. (Author)

ED 163 504 CS 204 578

Friedman, Sharon M.

Using Real World Experience to Teach Science and Environmental Writing.

Pub Date-Aug 78
Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Assignments, College Curriculum, *Course Descriptions, *Environmental Education, *Experiential Learning, *Expository Writing, Higher Education, Investigations, News Writing, Scientific Concepts, *Student Projects, Teaching Techniques, *Technical Writing
Identifiers-*Science Writing

The use of interpretive reporting techniques and programs offering real world training to writers may provide solutions to the problems encountered in writing about science for the mass media. Both science and environmental writers have suggested that the problems they face would be decreased by the use of more interpretive and investigative reporting, and the use of interpretive reporting in science writing has in fact been on the rise. In recognition of the value to writers of personal or real world experience, some programs have been developed to offer such experience to science writers and to undergraduate students in science and environmental writing programs. At Lehigh University, students in one course write reports after attending meetings of local environmental groups, after visiting a local industrial or environmental site such as a steel plant, and after working in teams on three-month investigative studies of ongoing local environmental problems. In a second course, students work for environmental groups, preparing public relations materials. Courses in science writing require students to write interpretive magazine articles on controversial scientific issues and have enabled some students to attend and write about a meeting of a national scientific association. New experiential programs are planned for the future. (GW)

ED 163 729 EC 112 781

Harris, Shirley Calovini, Gloria
Final Technical Report of the Illinois Area Learning Resources Center. Region 7.
Illinois State Office of Education, Springfield.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-31 Aug 77
Contract-300-75-0038
Note-343p.; Not available in hard copy due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Delivery Systems, Elementary Secondary Education, *Handicapped Children, *Information Networks, Inservice Education, Instructional Materials, Instructional Media, *Program Descriptions, *Resource Centers, *State Programs
Identifiers-*Illinois

The report examines the major activities, input, and results of the Illinois Office of Education's Area Learning Resource Center Project, a program through which state and national resources and services are transmitted to special education programs and personnel at the local level. It is reported that the project accomplished its goals by assisting the state education agency in the development of an informational media, materials, and training delivery system. The project's major result is noted as the establishment and support of a statewide network of 13 Regional Educational Media and Information Service programs designed to implement the media, materials, and training needs of special education personnel. In addition, the capacity at the regional level is reviewed (including the delivery of inservice training, media/materials information, curriculum development/adaptation, and access to instructional materials). Finally, the report analyzes the impact of the delivery system on special education personnel and students, and describes new or planned service recommendations to be developed as a result of the project. (Author/SBH)

ED 163 753 FL 009 721

Cohen, Andrew D. Aphek, Edna
Easifying Second Language Learning.
Pub Date-Jul 78
Note-49p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Classroom Communication, College Students, Hebrew, Higher Education, Intensive Language Courses, *Language Instruction, Learning Activities, Questionnaires, Review (Reexamination), *Second Language Learning, Student Attitudes, Study Abroad, Study Habits, *Study Skills, *Test Wiseness, *Vocabulary Development

A study was conducted to investigate some basic learning activities in order to identify strategies that make learning more effortless. Study topics focus on acquisition of new second-language vocabulary, students' organization of their notebooks, studying for tests, observation of classroom communication, and test-taking strategies. Nineteen native English-speaking students from the United States who were spending their junior year in Israel were studied. They were taking an intensive Hebrew program for two months, followed by a field experience, and then less intensive Hebrew studies. A language background questionnaire was administered to the students to obtain pre-instruction profiles. Study results suggest that if students used some associational patterns for learning vocabulary, the words were retained successfully over time. No one note-taking or review method is appropriate for all students, but students did not differ much in basic note-taking and review patterns, as revealed by self-report. Students themselves can be a good source of information concerning study tips. Good and bad communicative strategies appeared across class levels and were used both by better and poorer students. It was demonstrated that it is difficult for an outside observer to establish the actual source of the error and to identify the learner strategy being employed without consulting the learners. Six suggestions about how to take tests were generated. The language background questionnaire is appended. (SW)

ED 163 167 CE 017 643

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Final Financial Status and Performance Report.

Northwestern Tri-County Intermediate Unit 5, Edinboro, Pa.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007502398
Note-73p.; For related documents see CE 017 642, ED 114 586, and ED 120 411
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Career Awareness, *Career Development, *Career Education, Career Exploration, Community Involvement, *Computer Oriented Programs, *Curriculum Development, Elementary Secondary Education, Faculty Development, Inservice Teacher Education, Occupational Clusters, *Program Development, *Program Evaluation, Program Planning, Resource Units, Teacher Developed Materials, Vocational Education
Identifiers-Education Amendments 1974, Pennsylvania

A project was conducted based on the following three objectives: (1) demonstrate a regional plan for the implementation of an open entry-exit (flexible) career development program encompassing career awareness, career exploration, and career preparation; (2) expose each student to a range of career clusters within the context of his educational development and career development levels (awareness, exploration, and preparation); and (3) develop and implement a model computer resource, career-oriented curriculum for use at all grade levels (K-12). Two career education curriculum resource units were developed and four career education resource units were revised by K-12 classroom teachers during the 1975-76 project year. These resource units were keypunched and stored in a computer for retrieval as per teacher/student requests. Several inservice meetings were conducted for seventeen school districts throughout a three-county area in Northwestern Pennsylvania, and community interaction was increased. The evaluation plan was basically one of measuring the effectiveness of the K-12 Career Education Curriculum Model. (See CE 017 642 for the evaluation report.) In summary, the evaluators felt that, due to the limited amount of time during which the students were exposed to the project, the benefits of career education could not totally be assessed by the testing program. In general, responses from teachers and administrators to the materials, format, and methodology were favorable. (Author/BM)

ED 163 296 CE 019 100

Moore, Susan Fayette

A Study of the Self-Perceived Teaching Effectiveness of Female and Male Vocational Agriculture/Agribusiness Teachers in the United States.

Pub Date-Aug 78
Note-193p.; Masters Degree, Mississippi State University. Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Comparative Analysis, *Effective Teaching, Masters Theses, *National Surveys, Questionnaires, Secondary Education, *Self Concept, *Self Evaluation, Sex Differences, Teaching Skills, *Vocational Agriculture Teachers
Identifiers-United States

The self-perceived teaching effectiveness of female and male vocational agriculture/agribusiness teachers in the United States was studied. The population for the study consisted of all female teachers of vocational agriculture/agribusiness in the United States (325) and an equal number of randomly selected male teachers of vocational agriculture/agribusiness. The data were collected with a mailed questionnaire. Along with the biographical and professional information, the instrument assessed the self-perceived teaching effectiveness of the respondents on thirty-nine commonly performed competencies in the following areas: program planning, classroom and laboratory instruction, Future Farmers of America (FFA), supervised occupational experience programs, adult education, and public relations, advisory committees, and professionalism. Based on the findings, it was concluded that (1) females do perceive themselves to be effective as teachers; (2) the self-perceptions of the effectiveness of female and male teachers are not significantly different (at the .05 level) for a majority of the competencies commonly performed by teachers of vocational agriculture/agribusiness; (3) over half of the commonly performed competencies in which females rated themselves significantly lower were in the competency area of FFA; and (4) in states where females are employed as teachers of vocational agriculture/agribusiness, they are generally teaching horticulture, whereas the male teachers are generally teaching basic vocational agriculture/agribusiness and production agriculture. (Author/JH)

ED 163 343 CG 013 037

Patterson, Joyce

Stereotyping of the Elderly in Literature, Television, and Films.

Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 75
Note-32p.; For related documents see CG 013 036, CG 013 038, CG 013 039, CG 013 040, CG 013 041, CG 013 042, CG 013 043
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age Differences, Curriculum Guides, Instructional Materials, Labeling (of Persons), *Literary Influences, *Literature, *Older Adults, Secondary Education, *Secondary School Students, Senior Citizens, *Social Attitudes, *Stereotypes

Our society has many misconceptions or stereotyped ideas about elderly people. These stereotyped ideas have from time to time been reflected in literature for both adults and young people. It is the purpose of this course to make secondary level students aware of the stereotyped ideas commonly held about the elderly and to enable them to recognize these stereotypes when they occur in literature. Students will also be made aware of the harm done to the elderly and society in general by the perpetuation of these stereotypes. Finally, students will realize that the elderly do not conform to stereotyped ideas and that there are non-stereotyped portrayals of the aged in literature. Content and/or procedures, instructional materials, and evaluative criteria are included. (Author/KA)

ED 163 367 CG 013 081

Alcohol Education: Curriculum Guide for Grades K-6.
New York State Education Dept., Albany. Bureau of Drug Education.
Pub Date-76
Note-135p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Alcohol Education, *Alcoholism, Curriculum Guides, *Drug Education, Elementary Education, Elementary School Students, *Health Education, *Learning Experience, Prevention, School Community Relationship, *Student Centered Curriculum
Identifiers-New York

This alcohol curriculum guide was designed to assist school personnel to more effectively combat the alcohol problem through education as a primary prevention vehicle. Practice experiences'' comprise the most important components of the elementary health education curriculum for decision making. There are units with separate sections at each grade level which identify the topics and the objectives, and list the suggested learning experiences. These sections serve as guidelines to school districts in developing their own programs designed to meet their own special interests and needs. At the K-3 level topics include health habits, body care, chemical and nutritional values of food. At grade levels 4-6, topics focus of the nature of alcohol, factors influencing its use, alcohol effects, responsibility and treatment. Also included are topic outlines for the two levels. (BN)

ED 163 391 CG 013 198

Cordray, David S.

Application of Three Quasi-Experimental Designs.

Pub Date-22 Apr 78
Note-11p.; For related documents see CG013077, CG013078, CG013079, CG013080; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Guides, *Juvenile Courts, *Police, *Program Effectiveness, *Research Design, *Research Problems, *Youth Problems
Identifiers-*Diversion Programs

Presented as part of a symposium on evaluation on juvenile diversion programs, this brief paper describes several specific research procedures which have been utilized to help decide which type of diversion approach is best for specific types of clients. Procedures discussed are the regression discontinuity design, the tie-breaker design, and the nonequivalent comparison group design. Advantages and disadvantages of the use of each procedure are delineated. (CKJ)

CS

ED 163 414 CS 004 521

Evans, Peter And Others
British Columbia Reading Assessment 1977; Report 2: Instructional Practices.
British Columbia Dept. of Education, Victoria.
Pub Date-Oct 77
Note-85p.; For related documents, see CS004520-522
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Educational Assessment, Educational Objectives, Grade 8, Grade 12, *Program Evaluation, Questionnaires, Reading Achievement, *Reading Instruction, Secondary Education, Surveys, *Teacher Attitudes, Teacher Background, Teaching Methods
Identifiers-*British Columbia
The second segment of a two-part general report of a province-wide reading assessment program in British Columbia, this report presents the results of two teacher surveys, one dealing with the desired objectives of secondary reading instruction and the other concerning the methodology of instruction throughout the province. The chapters of the report provide demographic information on the teachers and descriptive data concerning their goals and instructional programs in reading, such as the relative importance that they gave to various instructional objectives in terms of emphasis and frequency of instruction. The report correlates the information gathered in this assessment with the survey information from the language arts assessment reported elsewhere and presents a synthesis of the findings. Appendixes contain a summary of recommendations regarding teacher background, goals, and instructional practices, and a copy of the teacher questionnaire used in the survey. (MAI)

ED 163 459 CS 204 397

Moore, Roy L. Moschis, George P.
Family Communication Patterns and Consumer Socialization.
Pub Date-Aug 78
Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adolescents, *Behavior Patterns, *Communication (Thought Transfer), *Consumer Economics, *Consumer Education, Elementary Secondary Education, *Family Influence, Family Relationship, *Interaction, Knowledge Level, Parent Child Relationship, Socialization, Student Attitudes
Questionnaires completed by 301 junior and senior high school students provided data for a study of family influences on the development of various consumer competencies, materialistic values, communication behaviors, and attitudes toward marketing stimuli. Family influences were studied in the context of two dimensions of communication structure socio-oriented (emphasizing the importance of pleasant family social relationships) and concept-oriented (emphasizing conceptual matters) that produce four types of family communication patterns: laissez-faire (little parent/child communication), protective (stressing obedience), pluralistic (encouraging open discussion), and consensual (encouraging discussion that does not disturb internal harmony). Analysis of the data indicated that adolescents from pluralistic families knew more than other adolescents about consumer-related matters, were better able to detect puffery in advertising and to manage a family budget, knew more about products, and were more likely to show socially desirable consumer behaviors. The findings further suggested that a socio-oriented family structure may encourage the development of materialistic orientations. Family communication patterns predicted some aspects of adolescents' communication behavior and appeared to affect their perceptions of various marketing stimuli. (GW)

ED 163 550 CS 502 336

Esan, Virginia Ann And Others

Implications of Sexual Identity and Sexually Identified Situations on Nonverbal Touch.

Pub Date-Nov 78
Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Androgyny, Behavior Patterns, *Communication (Thought Transfer), Communication Skills, Higher Education, Identification (Psychological), *Nonverbal Communication, Research, *Self Concept, *Sex Differences, *Sex Role
Identifiers-*Communication Research, *Touching

To determine whether individuals with different sexual identities exhibit different amounts of touching behavior, 199 undergraduates completed the Bem Sex-Role Inventory (BSRI) and a modification of the Touch Avoidance Measure (TAM). The BSRI produced scores indicating an individual's degree of association with both masculine and feminine traits. These scores were then used to divide the subjects into four categories: masculine (high masculine-low feminine behavior), feminine (low masculine-high feminine behavior), androgynous (high masculine-high feminine behavior), and undifferentiated (low masculine-low feminine behavior). The modified TAM contains 12 questions that measure an individual's touch avoidance of same-sex persons and of persons of the opposite sex. The subjects were asked to respond to the touching behavior questions according to one of four target situations: a male exhibiting typically masculine behavior, a male exhibiting typically feminine behavior, and females showing masculine or feminine behaviors. The results indicated that individuals with different sexual identities do exhibit different amounts of touching behavior, with the androgynous identity expressing the highest amounts and the feminine identity the least. (FL)

ED 163 572 EA 011 009

Course Outlines in Science of the Rumson-Fair Haven Senior Elective Program.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-33p.; For related documents, see EA 011 002-010; Photos may not reproduce clearly ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Astronomy, *Course Descriptions, Curriculum Guides, Ecology, Elective Courses, Entomology, Genetics, Geology, Nutrition, Photography, Physics, *Science Curriculum, Senior High Schools, Short Courses, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program

The Rumson-Fair Haven Senior Elective Program was developed and implemented by students, faculty, and administrators over the three-year period from 1971 to 1974. The program offers high school students who complete graduation requirements in the first three years of the four-year program a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program is conducted in an open space building with an open campus policy. This brochure contains outlines of minicourses in the science department, listing texts and other bibliographical references and detailing units within the course outlines. Appended to each outline are brief statements on teaching styles and course evaluation methods currently in use in the program. Science minicourses are designed to meet student requests, to supplement year-long traditional courses, to encourage hobby interests, or to introduce vocational pursuits. Specific courses listed are Advanced Physics, Astronomy, Fossils as a Key to the Past, Genetics, Introduction to Entomology, Laboratory Technology, Marine Ecology, Nutrition, and Photography. (Author/PGD)

ED 163 615 EA 011 094

Duhamel, Ronald J. And Others
Term Appointments An Idea Whose Time Has Come.
Pub Date-Jul 78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Personnel, Boards of Education, *Career Opportunities, Contracts, Elementary Secondary Education, Foreign Countries, Leadership Responsibility, Surveys, *Teacher Promotion, *Tenure
Identifiers-*Ontario, *Term Appointments
For a number of reasons, among them decreasing school enrollments, professional staff at all educational levels are tending to stay longer in positions of responsibility. The main objective of this study was to explore the idea of term appointments for positions of administrative responsibility in education. Fifty school systems in Ontario were randomly selected, and 42 of these boards responded to the request for information. These respondents represented Boards of Education and Separate (Catholic) School Boards, large and small, English and French, as well as urban and rural constituencies. Of the 42 respondents, 25 indicated that they have no term contracts, while 17 indicated that they do. Contracts with specific terms ranged from involvement only of the chief executive officer of the school system to, in one instance, every single administrative position. The most common term of appointment was of a three- to five-year duration. There is often a probationary period of an appointment for a specified period of time, at which point the appointee is confirmed on a permanent basis. It would appear that the more senior the position, the longer the term of appointment. The advantages and disadvantages of term appointments are discussed. (Author/MLF)

ED 163 640 EA 011 120

Teacher Evaluation.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-7p.; Chapter 20 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrator Role, Annotated Bibliographies, Collective Bargaining, Effective Teaching, Elementary Secondary Education, Observation, Principals, Surveys, Teacher Administrator Relationship, *Teacher Evaluation

This chapter of "The Best of the Best of ERIC," Volume 2, contains 17 summaries of documents and journal articles on teacher evaluation, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as the current state of teacher and administrator evaluation, the use of observation reports, teacher attitudes toward evaluation, the use of colleague evaluation, evaluation of beginning teachers, evaluation procedures in teacher contracts, descriptions of various teacher and administrator evaluation instruments, and the principal's role in teacher evaluation. (PKP)

ED 163 660 EA 011 148

Olson, Allan L. Cutting, Pamela J., Ed.
Competency Based Education Sourcebook. Second Edition.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-400-76-0028
Note-635p.; For a related document, see ED 147 952; Blue pages dividing sections may be illegible
Available from-Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 ($27.50)
EDRS Price MF-$1.18 HC-$34.15 Plus Postage.
Descriptors-Educational Objectives, *Educational Resources, Elementary Secondary Education, Indexes (Locaters), *Information Sources, Instructional Materials, *Measurement Techniques, *Minimum Competency Testing, *Performance Based Education, Teaching Methods
Identifiers-*Oregon
This sourcebook describes specific sources of potential utility to those responsible for designing, installing, and operating competency-based education (CBE) programs. Four major types of resources are described available materials from which selections may be made; products that provide guidelines for selecting from available materials; products that provide guidelines for developing materials; and references on the processes, problems, and potential of CBE. These resources are compiled into four content categories corresponding to major components of CBE outcomes, measures, instruction, and instructional management and recordkeeping. For easy access, source descriptions are indexed by component (related to resource type and topic), by title, and by originator (developer, author, agency, or the like). (Author/IRT)

ED 163 682 EC 112 552

Sitko, Merrill C. Gillespie, Patricia H.

Language and Speech Difficulties of the Adolescent Learning Disabled. LD Series Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 75
Grant-OEG-9-242178-4149-032
Note-70p.; Paper presented at the Montgomery County Intermediate Conference on Learning Disabilities in the Secondary Schools (Norristown, Pennsylvania, March, 1975)
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($1.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adolescents, Cultural Factors, Definitions, Intervention, *Language, *Language Handicapped, Language Programs, Learning Disabilities, Research Reviews (Publications), Social Factors, *Speech

Presented at the Montgomery County (PA) Intermediate Unit Conference on Learning Disabilities in the Secondary Schools, 1975, the document presents an interpretive literature review of the speech, language, and characteristics of the learning disabled adolescent. Aspects covered include definitions of language, language disabilities, and the learning disabled; sociocultural factors in language and learning disabilities; assessment of language and speech; language and speech characteristics of the learning disabled adolescent; and intervention strategies. The authors' orientation to language programing based on in situ assessment of the child's linguistic strategies and a task-analytic approach to the development of linguistic skills that consider the interaction of teacher, child, material, and situational variables is also discussed. (DLS)

ED 163 705 EC 112 706

Caster, Jerry

Writing a Personnel Development Plan: Guidelines and Resources.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 77
Contract-OEC-0-74-7899
Note-60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Educational Planning, Federal Legislation, *Handicapped Children, *Personnel Needs, Personnel Policy, *Professional Education
Identifiers-*Education for All Handicapped Children Act

The document presents guidelines and information for the establishment of state and local Comprehensive Systems of Personnel Development (CSPD), required by the Education for All Handicapped Children Act (P.L. 94-142) to meet the educational needs of handicapped children. Aspects covered include the major elements of a CSPD, organizing the planning process, determining personnel needs through a needs assessment, determining training strategies, requirements for disseminating information, adopting effective educational practices, and selecting an evaluation design. Appended are proposed rules for the CSPD, sample statements for a needs assessment, sample questions for gathering information to develop a needs assessment instrument, and an example of a personnel development plan. (DLS)

ED 163 185 CE 018 270

May, Fredric C., Comp.
OSHA Training Institute Catalog of Courses.
Occupational Safety and Health Administration Trianing Inst. (DOL), Des Plaines, Ill.
Pub Date-78
Note-62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Course Descriptions, Federal Regulation, *Government Employees, Independent Study, Industrial Personnel, *Institutes (Training Programs), *Job Training, *Safety, Safety Education, Seminars, *Skill Development, Student Application
Identifiers-*Occupational Safety and Health, Occupational Safety and Health Training Institute
The Occupational Safety and Health Administration Training Institute's series of courses for 1978 is presented in this catalog. Most courses are designed for occupational safety or health professionals who are federal or state employees; two are available for personnel from the private sector. The schedule includes courses required for newly hired safety engineers, safety specialists, and industrial hygienists, as well as revised, advanced technical courses for experienced compliance safety and health officers (CSHOs). Course content is based on The Occupational Health and Safety Act, pertinent standards, and operational procedures incorporated into the safety and health field operation manuals. Each course listing includes a description of what is covered in the course, length of course, objectives, course highlights, and the course's sequence in the compliance training program. The following are some of the thirty-four course titles: hazardous materials, welding, compressed gases, and fire protection; initial compliance course for industrial hygienists; safety hazard recognition; principles of industrial ventilation; recognition, evaluation, and control of noise; civil law enforcement for CSHOs; basic industrial hygiene; respirator training; basic science as applied to occupational safety and health; and accident investigation. The catalog includes a floor plan of the institute, general course information, and application procedures. Appended are lists of self-instruction courses, area office seminars, on-the-job training segments, descriptions of the institute staff, a subject index to the courses, and a directional map of the institute and surrounding area. (CT)

ED 163 319 CG 013 004

Human Resources Issues in the Field of Aging: Homemaker-Home Health Aide Services. AoA Occasional Papers in Gerontology No. 2.

Department of Health, Education, and Welfare, Washington, D.C.
Report No.-DHEW-OHD-77-20086
Pub Date- 76
Note-37p.; For related documents see CG 013 014 and CG 013 177 ; Charts may not reproduce clearly due to colored background
EDRS Price MF-S0.83 HC-S2.06 Plus Postage.
Descriptors-Adult Development, Community Agencies (Public), *Community Health Services, *Employment Trends, *Gerontology, Health Occupations, *Home Health Aides, Home Management, *Older Adults, Public Health, State of the Art Reviews, *Visiting Homemakers

Home services has developed as an area of intense interest with recent emphasis on independent living for the elderly. The focus of this report is on one type of in-home service homemaker-home health aide service. Analyzed are the agencies that provide these services, as well as the services they provide, the clients they serve, their organizational structure and staffing patterns. Their historical development and the sources of payment for their services are also discussed. The homemaker-home health aides are analyzed, including their characteristics, historical and current employment levels, and projected employment requirements and annual openings. Supply issues are also explored. Finally, the outlook for aides is analyzed, with suggestions for actions to assure a sufficient supply and an examination of related employment implications. (KA)

ED 163 437 CS 004 546

Moe, Alden J.

Cohesion as a Factor in the Comprehensibility of Written Discourse.

Pub Date-78
Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, Connected Discourse, *Discourse Analysis, Information Processing, *Linguistics, *Reading Comprehension, *Reading Processes, Semantics, Sentence Structure, Structural Analysis
Identifiers-*Coherence, *Cohesion

Comprehension is a process that occurs within the reader and is at least partially dependent on cohesion and coherence. The concept of cohesion is used to show how sentences which are structurally independent of one another may be linked together. Cohesion exists within a text and is not the same as coherence, which is something the reader establishes in the process of reading and which may be viewed as the cognitive correlate of cohesion. In order for a text to be coherent it must have both cohesion and organization. While cohesion is considered to be a measureable linguistic phenomenon, coherence is more global and not as directly amenable to evaluation. The importance of cohesion in text is major since it provides semantic continuity and permits coherence and comprehensibility. The more implicit cohesive relationships are, the more difficult a text is to understand. Thus, explicitness and comprehensibility are highly related. When a reader is unable to establish coherence from the text, then the normal cognitive processes are stopped so that the reader's long-term memory can be searched. The more inferences the text requires, the heavier the processing load for the reader and the more difficult it is to comprehend. (TJ)

ED 163 481 CS 204 551

Evanechko, Peter And Others

Language: B.C. (British Columbia); An Assessment of the English Language Arts. Part 1. A Report Dealing with Goals.

British Columbia Dept. of Education, Victoria.
Pub Date-Oct 76
Note-123p.; For related documents, see CS204550-553
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Composition (Literary), *Educational Accountability, *Educational Assessment, *Educational Objectives, Educational Practice, Elementary Secondary Education, English Instruction, Kindergarten, *Language Arts, Literature, Measurement Goals, *Program Evaluation, Reading, Speech Communication, Surveys, *Teacher Attitudes
Identifiers-*British Columbia

The first segment of a long-term educational assessment plan, for which this three-part report was compiled, called for a study that would survey the status of English language arts programs in the province of British Columbia and serve as a pilot for future assessment programs. This portion of the study deals with the initial phase of the language arts assessment in which teachers and trustees were asked to describe the desirable learning outcomes of English language arts as well as the existing methods and materials in use in their classrooms. The seven chapters present the findings as follows: the general goals of the language arts/English program in the areas of speaking, listening, written composition, reading, and literature; general reasons for including kindergarten in the school system; teacher rankings on instructional goals in reading, written language, literature, and oral communication in the context of an ideal or future-oriented program; and specific ideal objectives in the major areas of language arts and English instruction on the secondary level. Each chapter offers general goals; specific learner outcomes for each language arts skill; comparisons, interpretations, and implications of specific findings; and relevant tables and charts. (MAI)

ED 163 527 CS 502 282

Tiedge, James T.

Public Opinion on Mass Media Effects: Perceived Societal Effects and Perceived Personal Effects.

Pub Date-Nov 78
Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Association (Psychological), Behavior Change, Change Agents, *Mass Media, Negative Attitudes, *Public Opinion, Questionnaires, *Social Behavior, *Social Influences, Television
Identifiers-*Media Effects

The questionnaire in a study of perceived mass media effects included nine statements about the possible negative effects of the mass media, to which respondents could agree, disagree, or indicate no opinion, and an open-ended question that asked the subjects what effects the mass media had on them personally. Most of the 340 respondents showed general agreement with the nine statements, especially with those about the harmful effects of advertising; yet their responses to the open-ended question showed that they are not willing to admit that mass media have any power over their personal lives. The researchers interpret the apparent discrepancy in opinions as showing that people use the media as a scapegoat for societal problems, explaining that the elicited discrepancy in beliefs allows people to consider themselves somehow better than other people. (RL)

ED 163 593 EA 011 070

Volp, Frederick D. Greenfield, William D.

The Political Meaning of Superintendency: Theory and Case Analysis of Socialization.

Pub Date-29 Mar 78
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, Governance, Intermediate Administrative Units, *Political Influences, *Political Power, Problem Solving, *School Superintendents, Self Concept, *Socialization
Identifiers-New York

The purpose of the research on which this paper is based is to develop fundamental understanding of the problem-solving behavior of school superintendents, given the political character of their work environment. Data drawn from interviews with a school superintendent and a long-standing consultant to school boards are relied on as the basis for developing a framework for understanding both the political nature of the superintendency and the character of the linkage between local and state education agencies as viewed by a chief school officer. This analysis is followed by a discussion of the implications of these observations for the political socialization of school superintendents. Related questions associated with research into politics, governance, superintendent-as-self, and training for the superintendency are also raised in the concluding portion of the paper. (Author/IRT)

ED 163 203 CE 018 502

Johnston, William L. Greenspan, Nancy B.
A Guide to Instructional Resources for Consumers' Education.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Office of Consumers' Education.
Report No.-DHEW-OE-77-15801
Pub Date-77
Note-67p.; Parts may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Education, *Annotated Bibliographies, Classroom Materials, *Consumer Education, Consumer Protection, Curriculum Development, Curriculum Guides, *Educational Resources, Higher Education, Human Services, Instructional Aids, Merchandise Information, Money Management, Periodicals, Resource Guides, Secondary Education

This annotated bibliography lists 295 selected instructional references, resources, and teaching aids for consumer education. It includes a variety of both print and nonprint materials, such as films, filmstrips, multimedia kits, games and learning packages for classroom and group instruction, textbooks for all age levels, and references for both professional and general use. Priority is given to materials copyrighted 1975 or later. Each citation includes price, ordering information, a brief description, and the grade level (when appropriate). There are eleven sections: (1) comprehensive resources (which address most or all of the broad topics); (2) "landmark materials" providing a background for consumer teachers and leaders; (3) consumer issues such as advertising and energy; (4) consumer behavior and the decisionmaking process; (5) personal and family financial management information; (6) competent consumer decision making, comparison shopping, and product information; (7) human services such as consumer and individual law; (8) consumer protection; (9) curriculum guides and curriculum development resources; (10) periodicals containing product and service information, professional journals, newsletters, and trade publications; and (11) bibliographies. A topical index is included. (CT)

ED 163 243 CE 018 915

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XVI: Registered Nurse.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-61p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Nurses, Occupational Clusters, *Task Analysis
Identifiers-*Registered Nurses

An analysis of survey responses from a sample of registered nurses on competency characteristics for their occupation is presented in this document. (Registered nurse is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available CE 018 900-916.) (JH)

ED 163 261 CE 018 948

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-4: Assisting Students with Special Needs in Vocational Education Program.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-26p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Educational Strategies, Higher Education, Learning Activities, Learning Characteristics, Learning Modules, Performance Based Teacher Education, *Special Education, Student Characteristics, *Teacher Education Curriculum, *Vocational Education

This module on assisting special needs students in vocational education is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) studying characteristics of students with special needs; (2) identifying students with special needs; and (3) determining education strategies for teaching students with special needs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 392 CS 004 309

Barclay, J. R.

The Influence of Non-Linguistic Knowledge on Perceiving and Verifying Sentences. Final Report.

Colorado Univ., Boulder. Dept. of Psychology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.
Pub Date- 75
Grant-NIE-G-74-0019
Note-85p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Auditory Perception, *Cognitive Processes, *Comprehension, Context Clues, *Information Processing, *Language Research, Linguistic Competence, Listening Comprehension, Memory, *Perception, Reading Comprehension, Semantics, *Sentence Structure
Identifiers-Semantic Distance

The four papers in this collection discuss language perception and comprehension and report on experiments in those areas. The first paper, "The Influence of Non-Linguistic Knowledge on Perceiving and Verifying Sentences," discusses the reliance of language perception and comprehension on the interaction of linguistic and world knowledge. "The Influence of Context-Dependent Comprehensibility on Sentence Perception" discusses two experiments suggesting that shadowing linguistically well-formed sentences was more accurate when the sentences were prefaced by context cues that improved their comprehensibility and that the context effect was due to the improved comprehensibility of sentences as a whole in context. In "Elastic Semantic Distance," the notion of fixed semantic distances among items in semantic memory is questioned in light of two sentence verification studies suggesting that verification of true statements was reliably faster when target sentences were preceded by relevant rather than irrelevant context sentences. The final paper, "Direct Comprehension of Individually Presented Words," reports on a study that yielded results related to the implication of visual imagery mechanisms in auditory word identification and the notion of direct comprehension." (GW)

ED 163 505 CS 204 580

Broom, Glen M. Smith, George D.

Toward an Understanding of Public Relations Roles: An Empirical Test of Five Role Models' Impact on Clients.

Pub Date-Aug 78
Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Attitudes, College Students, Communication (Thought Transfer), *Consultants, Higher Education, Interpersonal Relationship, *Public Relations, *Role Models, Task Performance

Five public relations consultant role models were examined in a study of the way these roles affect client evaluations of task accomplishment, problem-solving efficacy, and consultant expertise. The role models examined were: the expert prescriber (the consultant operates as an authority on both the public relations problem and its solution), the technical services provider (the consultant provides specialized services the client deems necessary), the communication process facilitator (the consultant operates as an information mediator between the client and a third party), the problem-solving/task facilitator (the consultant helps the client apply a systematic problem-solving process), and the acceptant-legitimizer (the consultant assumes a nondirective, supportive role). The five role-model treatments were administered to 20 client groups, each composed of from three to five undergraduate public relations students working on a case study project. Following the five-week case study project, the student-clients completed questionnaires. The findings revealed that the problem-solving/task facilitator role received the highest ratings on task accomplishment, process efficacy, and consultant expertise. The lowest-rated role was that of acceptant-legitimizer. (FL)

ED 163 641 EA 011 121

Castetter, William B.
Educational Administration and the Ineffective Performer.
Pennsylvania Univ., Philadelphia. Center for Field Studies.
Pub Date-78
Note-60p.; Not available in paper copy due to small print of parts of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Disqualification, Due Process, *Educational Administration, Elementary Secondary Education, Employer Employee Relationship, Faculty Development, *Failure Factors, *Low Achievement Factors, Organizational Climate, Organizational Effectiveness, *Performance, *Personnel Evaluation, Public Service Occupations, Role Perception, *School Personnel, Staff Improvement, Teacher Dismissal

This monograph deals with a continuing personnel problem in the public sector of society what to do about the individual who cannot or will not meet role expectations. It is designed to provide a framework within which the problems of marginal performers can be assessed and treated. The focus is initially on the meaning of marginal or ineffective performance, as well as the major sources and significance of such performance to both the individual and the organization. This discussion is followed by the presentation of a model of the personnel effectiveness planning process, including a discussion of the three elements in this process performance effectiveness standards, performance effectiveness analysis, and performance effectiveness control. The model has been developed as a frame of reference for thorough analysis of actual position performance, causes associated with various types of less than satisfactory performance, and training or other influences that might be more appropriate to achieve satisfactory resolution of personnel problems. The central concern of the entire text is on strategies that a school system can employ to deal with performance problems of personnel considered to be failures or whose decline in competence is in process. (Author/MLF)

ED 163 706 EC 112 707

Shaffer, Joyce D. Bell, Jane E.

Parents and Educators: Partners in Individualized Educational Program Planning for Handicapped Students. An In-Service Training Package.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Contract-300-78-0023
Note-84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Due Process, *Handicapped Children, *Individualized Programs, *Inservice Programs, Parent Education, *Parent Teacher Cooperation, *Workshops

The document presents a modular in-service training package for parents and educators of handicapped children, to assist their collaboration in the development of individualized education programs (IEPs). Each of the five modules consists of descriptions of specific activities, the materials needed for the activities, and the time required to complete the module (total time is approximately 12 hours). Activities described include introduction and evaluation, plus mock IEP staffing; developing solutions for identified problems; developing effective communication and interpersonal skills by means of a jargon test and role identification exercise; indentifying timing and setting problems and their solutions; examining interaction patterns; and developing and evaluating an implementation plan. Included in the eight appendixes are a self-administered due process guide, a staffing evaluation form, and a parent's guide to information-gathering. (DLS)

ED 163 730 EC 112 782

Lauderdale, Michael L., Ed. And Others
Child Abuse and Neglect: Issues on Innovation and Implementation. Volume I.
Texas Univ., Austin. School of Social Work.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-78-30147
Pub Date-78
Grant-90-C-599
Note-362p.; Proceedings of the National Conference on Child Abuse and Neglect (2nd, April 17-20, 1977); For related document, see EC 112 783
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Child Abuse, Conference Reports, *Cultural Factors, Family Life, *Family Structure, Federal Government, *Government Role, *Intervention, Legal Problems, Legislation, Local Government, *Neglected Children, Parent Role, Prevention, Research, School Role, State Government

The report of the Second Annual National Conference on Child Abuse and Neglect (1977) contains 58 papers dealing with contextual issues and government interventions. Papers in the first section address the general focus of the conference (the role of government in strengthening the family, family life preservation, child protective services, the role of the community, the psychosocial ecology of child abuse and neglect). Papers in the second section address the following issues (sample subtopics in parentheses): family systems in society (changing family roles and structures, isolation and devaluation); cultural and cross-cultural perspectives (cultural milieu, Indian reservation community development, Mexican-American child abuse, housewife/mother's role in society, child abuse in the United Kingdom, corporal punishment in the schools, interventions); research (a practitioner's view, a behavioral perspective, treatment program evaluation); emotional abuse (emotional neglect); child neglect (labeling, accountability); prevention (recent trends, future education, prediction); public awareness (public education, misconceptions, self-referral programs); and reporting systems (use of needs and resources assessment data, central registries). Section 3 deals with the following governmental interventions: role of federal, state, and local government; legislative and legal issues (legal mechanisms for accountability, corporal punishment); and parental problems and solutions. (BD)

ED 163 754 FL 009 724

Gardner, Robert C. Smythe, Padric C.

Second Language Acquisition: A Social Psychological Approach. Research Bulletin No. 332.

University of Western Ontario, London. Dept. of Psychology.
Spons Agency-Ontario Curriculum Inst., Toronto.
Pub Date-Jul 75
Note-335p.; Appendix D, the correlation matrices for the validation study, are not included because the type size is too small to be filmed.
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Academic Achievement, Aptitude, Attitude Tests, Cultural Awareness, Elementary Secondary Education, *French, Intelligence, *Language Attitudes, Language Instruction, Language Proficiency, *Language Research, *Performance Factors, *Second Language Learning, Student Attitudes, Student Motivation, Test Construction
Identifiers-*Canada, Ontario (London)

A two-year research project was conducted to investigate factors that promote second language acquisition and to monitor changes in these factors associated with increased training and proficiency in the second language. Two French programs in London, Ontario second language program beginning in grade 7 and the secondary school French program in London, Ontario, were examined. A battery of tests was developed to assess students' motivation to learn a second language. Information is presented on the elements of experimental design and analysis, the test construction phase of the attitude/motivational test battery, relationships among the attitude/motivational tests and several measures of French achievement, the soundness of the measuring instruments, a formula for predicting second language achievement, results of two separate studies on language dropouts, a different research orientation focusing on stereotypes about French Canadians, English Canadians, French teacher,'' French course,'' and English course.'' A theory that is being developed to integrate the findings on the relationship between French achievement and the three areas of intelligence, language aptitude, and motivation is outlined. Test materials used in the initial study and the validation study and correlation matrices produced to generate factor analytic information are appended. (SW)

ED 163 223 CE 018 819

Mirengoff, William Rindler, Lester
CETA: Manpower Programs under Local Control.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Ford Foundation, New York, N.Y.
Pub Date-78
Note-346p.; Not available in hard copy due to reproducibility problems. For a related document see CE 018 819
Available from-Office of Publications, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Problems, Delivery Systems, Employment Problems, *Employment Programs, *Federal Legislation, *Federal Programs, Federal State Relationship, Institutional Characteristics, *Job Training, Manpower Development, Objectives, Participant Characteristics, Policy, Political Issues, Program Administration, Program Content, Program Coordination, Program Descriptions, *Program Effectiveness, *Program Evaluation, Resource Allocations, Use Studies
Identifiers-*Comprehensive Employment Training Act
This document presents the final report of a study conducted by the Committee on Evaluation and Training Programs to assess the impact of CETA (Comprehensive Employment and Training Act) on manpower programs. The report examines the differences between CETA Title I programs and their predecessors and compares legislative goals with results. It also examines the impact of public service employment programs on the structurally oriented programs of Title I and the degree to which the primary objective of Title V (creation of new jobs) is achieved. Chapter 1 of ten chapters provides an overview of CETA history, a summary of CETA objectives, and a summary of the evaluation committee's conclusions in relation to accomplishments, problems and recommendations, and policy issues. Chapters 2-9 discuss the major findings under the following categories: resources and allocations; manpower planning; administration; program choices; the delivery of Title I services; public service employment; clientele; and program effectiveness. The last chapter summarizes the major findings and recommendations under the following topics: allocation of resources; substantive aspects of CETA programs; administrative processes; and institutional relationships. Included in the appendixes are a glossary of manpower acronyms; the calculation formula for the job creation ratio; highlights of the proposals and recommendations made by the National Commission for Manpower Policy; and statistical tables. (BM)

ED 163 279 CE 018 966

Minegar, Gary

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-4: Safety.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-49p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Check Lists, *Core Curriculum, *Curriculum Development, Fire Protection, First Aid, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Safety, School Safety, *Teacher Education Curriculum, *Vocational Education
Identifiers-Occupational Safety and Health Act

This module on safety is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules comprising a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) Occupational Safety and Health Act; (2) housekeeping; (3) fire safety; (4) first aid; and (5) electrical safety. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module are five pre/posttests and answer keys. A school shop safety inspection check list is also included. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 297 CE 019 152

Productivity in the Changing World of the 1980's. Final Report.
National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date-78
Note-148p.; For related documents see CE 019 154
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00578-6)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Community Agencies (Public), Economic Change, *Economic Development, Economic Factors, *Economic Progress, Economics, Futures (of Society), Human Capital, Inflation (Economics), Manpower Development, National Organizations, *National Programs, Planning, Policy Formation, Private Agencies, Productive Living, *Productivity, Program Improvement, *Quality of Life, Social Factors, Trend Analysis
Identifiers-*United States

This document contains the final report of the National Center for Productivity and Quality of Working Life, whose primary functions are to make the United States aware of the benefits of productivity growth and to encourage initiatives that will result in better productivity performance. Divided into six major sections, this report reviews the Center's activities and attempts to place these activities into the context of the Nation's progress in productivity relative to economic and social goals. Section 1 points out the need for a national policy explicitly directed toward improving productivity. The second section emphasizes the contribution productivity growth can make to solving some national problems and to achieving some long term goals. The third section details the recent deceleration in the rate at which our productivity is improving. The next two sections outline, on a national basis and for specific sectors, what has been, is being, and needs to be done to increase productive efficiency. The sixth section sets forth the Center's recommendations for actions, both public and private, which would raise the nation's rate of productivity growth. Appended materials include an annotated listing of the Center's publications; listings of Center-sponsored studies, reports, articles, and other activities; a listing of productivity and quality of working life centers (see also CE 019 154); and a brief summary of some of the productivity-related projects of other federal agencies. (BM)

ED 163 344 CG 013 038

Curriculum Materials on Aging for Elementary and Secondary Schools.
Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 71
Note-19p.; For related documents see CG 013 036, CG 013 037, CG 013 039, CG 013 040, CG 013 041, CG 013 042, CG 013 043
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Development, *Age Differences, *Educational Gerontology, Elementary Secondary Education, *Gerontology, Individual Needs, *Older Adults, Psychological Needs, *Retirement, Senior Citizens, State of the Art Reviews

There is a need to begin educating America as to the nature and the problems of growing old. Many observations made about the aged are grossly inaccurate, yet they represent a portion of the mythology of aging that is accepted without question by a large segment of American society. A leading gerontologist believes that aging is only a series of changes which differentiate young from old; one state is not necessarily better than the other. A close examination is made of the differences which appear between the states of being old and being young. The visible physical and psychological changes that occur due to growing older are discussed, as well as the actual physical and psychological needs of the elderly in our society. It is suggested that every citizen be educated as to the process of aging and its ramifications on the individual in order to dispel the myths about retirement and aging. (Author/KA)

ED 163 368 CG 013 085

Caputo, G. Craig Gronwaldt, Virginia H.

Sex Differences in Dating Choices: The Role of Physical and Personality Attractiveness.

Pub Date-19 Apr 78
Note-9p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Students, *Dating (Social), Individual Characteristics, *Interpersonal Attraction, *Personality, *Physical Characteristics, Research Projects, *Sex Differences, *Sex Stereotypes, Social Attitudes, Social Behavior, Social Relations, Young Adults
Identifiers-*Attitudes Toward Women Scale

There is a persistent belief that, in making dating choices, men are more influenced by physical attractiveness and less influenced by personality characteristics of potential dates than are women. This study was designed to test whether this is true of college students. On the basis of pre-test ratings, a set of nine facial photographs and nine personality descriptions was selected for each sex to represent a wide range of physical and personal attractiveness. Subjects (27 male and 27 female volunteers) were asked to indicate on a seven-point scale how much interest they would have in setting up a "trial date" with each of nine potential partners (picture-description combinations). All possible pairings of the stimuli were used an equal number of times. Subjects also completed the Spence-Helmreich Attitudes Toward Women Scale. Analysis of variance indicated that the subjects' ratings of the potential dates were greatly influenced by the attractiveness of the photographs and of the personality descriptions. No sex differences in response to the photographs' attractiveness emerged, but males were less influenced by the attractiveness of the personality descriptions than were females. A marginally significant interaction suggested that subjects of both sexes with "liberal" scores on the Attitudes Toward Women Scale were more influenced by the photographs than were subjects with "conservative" scores. (Author)

ED 163 415 CS 004 522

Evans, Peter And Others
The B.C. (British Columbia) Reading Assessment: Summary Report.
British Columbia Dept. of Education, Victoria.
Pub Date-Oct 77
Note-64p.; For related documents, see CS004520-522
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Educational Assessment, *Evaluation Methods, Grade 8, Grade 12, Program Evaluation, *Reading Achievement, *Reading Instruction, *Reading Programs, Reading Tests, Reports, Secondary Education, Test Construction, Testing
Identifiers-*British Columbia
Summarizing a two-part general report on a reading assessment of grades 8 and 12 in the province of British Columbia, this report provides the general background on the aims and methods of the assessment, presents information on the development of the test instrument, details the administration of the test, and reports its results. In addition, the report outlines the instructional practices in the secondary schools of British Columbia and summarizes the recommendations from the general report on test results and instructional practices. Appendixes provide the following: a guide to the British Columbia reading assessment general report; the contract team and management committee that contributed to the reading assessment program; the reading review panels that examined and amended the proposed objectives of the reading assessment before the student tests were developed; a list of the schools that participated in the pilot study; the panels that interpreted the test results; the timetable used in the program; and tables of the test results and interpretations according to grade. (MAI)

ED 163 528 CS 502 287

Asuncion-Lande, Nobleza C.
Perspectives on Experiential Learning in Intercultural Communication.
Pub Date-Jun 78
Note-10p.; Paper presented at the Annual International Meeting of the Communication Association of the Pacific (Tokyo, Japan, June 10-11, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), *Cross Cultural Training, Cultural Awareness, Cultural Interrelationships, *Educational Games, *Experiential Learning, Instructional Materials, *Learning Activities, Postsecondary Education, Secondary Education, *Simulation, Teaching Methods
Identifiers-*Intercultural Communication
Experiential learning techniques, widely used in the United States in the field of intercultural communication, can be modified for use by individuals from other cultures. The experiential learning approach involves the use of exercises that parallel real life situations, involve all participants, require active participation, provide instant feedback, and are flexible. The approach works primarily on the affective level and is based on enabling individuals to learn how to learn. Among its basic assumptions are that an open, supportive, and nonevaluative environment should be developed; that the responsibility for learning rests ultimately on the learner; and that experiential learning builds on the experience of the individual. Experiential instruction in intercultural communication aims at increasing understanding of other cultures, developing skills for effective cross-cultural interactions, and promoting intercultural communication. A number of simulation exercises and games have been developed for these purposes. (Sixteen simulation exercises are listed; playing time, suggested number and educational level of participants, and a brief description are included for each exercise. A bibliography of relevant materials is also provided.) (GW)

ED 163 551 CS 502 337

Metallinos, Nikos
Visual Communication: Its Process and Effects.
Pub Date-Oct 78
Note-21p.; Paper presented at the Annual Meeting of the Krikos'' (New York, New York, October 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audiovisual Communication, Media Technology, *Production Techniques, Research Needs, Social Problems, Sound Effects, *Television, Television Viewing, *Visual Literacy, *Visual Stimuli
Identifiers-*Media Effects
The process and effects of visual communication are examined in this paper. The first section, Visual Literacy,'' discusses the need for a visual literacy involving an understanding of the instruments, materials, and techniques of visual communication media; it then presents and discusses a model illustrating factors involved in the visual communication process. The second section, The Process of Visual Communication,'' poses research questions dealing with the process of visual communication; discusses such aspects of television messages as lighting and color, staging, acceleration and deceleration of time, motion, and audio and sound effects; and shows how these components are sometimes misused by television message constructors. The final section, The Effects of Visual Communication,'' discusses psychological, sociological, and physiological effects stemming from viewers' lack of awareness of the power of the media, with special attention to the effects caused by the abuse of the television medium's individual components. (GW)

ED 163 573 EA 011 010

Tuckman, Bruce W. Hill, Thomas
Evaluative Study of the Rumson-Fair Haven Regional High School Senior Year Alternative Program Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 73
Note-27p.; For related documents, see EA 010 002-009 ; Report prepared by Rumson-Fair Haven Regional High School, Rumson, N.J.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Critical Thinking, *Educational Alternatives, Educational Innovation, Educational Research, Elective Courses, Evaluation Methods, High School Students, *Program Evaluation, Senior High Schools, Seniors, Social Studies, Validated Programs
Identifiers-National Diffusion Network Programs, Rumson Fair Haven Regional High School NJ, *Rumson Fair Haven Senior Elective Program
Rumson-Fair Haven Regional High School's Senior Elective Program offers students who complete graduation requirements in the first three years of the four-year school a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program, conducted in an open space building with an open campus policy, was evaluated in order to assess its effect on the cognitive and affective behavior of students. The social studies area was focused on since it was considered the most innovative aspect of the program. The evaluation process used objective tests, observations, interviews, and examinations of school materials and included two other schools for comparison. Results indicated that compared to students in other programs, seniors in the Rumson-Fair Haven program regarded their situation as more open, flexible, and responsive and displayed greater critical thinking ability and tolerance of ambiguity. On the other hand, these students were not most satisfied with their educational experience, did not show greater mastery of concepts and skills, and did not lead on a measure of self-assessed growth. The evaluators recommended continuing and strengthening the program. (Author/PGD)

ED 163 616 EA 011 095

Long-Range Planning for Oregon Education. Report.
Foundation for Oregon Research and Education, Portland.
Pub Date-Oct 78
Note-73p.; Report of the Committee on Educational Planning; Appendix A may not reproduce clearly
Available from-Foundation for Oregon Research and Education, 217 Mohawk Building, 222 Southwest Morrison, Portland, Oregon 97204 ($10.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Boards of Education, Educational Finance, *Educational Planning, Elementary Secondary Education, Higher Education, Intermediate Administrative Units, *Master Plans, *Responsibility, State Boards of Education, State Departments of Education, State Government, State School District Relationship, *Statewide Planning
Identifiers-*Oregon

This study is intended to stimulate rapid adoption of long-range planning in Oregon education. A principal study goal has been to review present planning activities in the state and determine future planning needs. Emphasis has been placed on long-range planning as a specific process that should and can be incorporated within the organizational patterns of educational institutions, districts, and state agencies. Chapter 1 presents the need for long-range planning. A discussion of the planning process and major issues is included as well. This chapter is based on materials examined by the study committee and many meetings with educators and leaders across the state. The major conclusions of the committee and its recommendations are summarized in Chapter 2 for easy reference. The recommendations are grouped by level of responsibility such as local boards, state agencies, and the legislature. Chapter 3 contains a discussion of each recommendation. The purposes and expected outcomes of the recommendations are identified, together with related issues and points of concern. (Author/MLF)

ED 163 661 EA 011 151

Reed, Vincent E.

A Competency-Based Curriculum: The District of Columbia Public Schools Model.

Pub Date-4 Apr 78
Note-10p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Dallas, Texas, April 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adoption (Ideas), Educational Change, Elementary Secondary Education, *Performance Based Education
Identifiers-*District of Columbia Public Schools

The speaker briefly profiles the District of Columbia Public School system, describes how the district organized to introduce performance-based education, and outlines the administrative structure supporting the program. (IRT)

ED 163 683 EC 112 553

Gillespie, Patricia H. Sitko, Merrill C.
Reading Problems of the Secondary Learning Disabled Student. LD Series
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 75
Grant-OEG-9-242178-4149-032
Note-45p.; Paper presented at the Montgomery County Intermediate Unit Conference on Learning Disabilities in the Secondary Schools (Norristown, Pennsylvania, March, 1975)
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Conceptual Schemes, Identification, *Learning Disabilities, Models, *Reading Difficulty, Reading Instruction, Research Reviews (Publications), Secondary Education

Presented at the Montgomery County (PA) Intermediate Unit Conference on Learning Disabilities in the Secondary Schools, 1975, the paper presents a review of the literature on reading problems of learning disabled secondary students. Aspects covered include identification issues in learning disabilities, models of the reading process and of learning disabilities, assessment in reading, reading characteristics of the learning disabled adolescent, and instructional strategies in reading for the learning disabled. A selected series of studies is presented, showing that most learning disabled children possess reading difficulties, the exact nature of which is not yet clear. Among the conclusions presented are that assessment techniques in reading usually lack validity, reliability, and true diagnostic value; and that reading programing is more developed on the elementary level than on the secondary level. (DLS)

ED 163 168 CE 017 654

An Exemplary Project to Demonstrate Transporting Career Education Techniques in Kansas and to Provide a Career Education Preservice Component to a Teacher Education Program. Final Report.

Kansas State Dept. of Education, Topeka.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007503905
Note-263p.; Not available in hard copy due to faint print in original document; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Faculty Development, Information Dissemination, Inservice Teacher Education, *Needs Assessment, Parent Attitudes, Program Attitudes, Program Development, *Program Effectiveness, Program Evaluation, Program Planning, Questionnaires, Resource Materials, Student Attitudes, Tables (Data), *Teacher Attitudes, *Teacher Education
Identifiers-Education Amendments 1974, Kansas

A project was conducted (1) to determine the effectiveness of using career education practitioners from the field in providing prospective teachers with an understanding of career education concepts relative to teaching responsibilities and (2) to demonstrate and compare the effectiveness of delivering career education activities through the use of five different organizational bases. Before the implementation of the project, pretest instruments were administered to teachers, student teachers, students, and parents to determine the level of understanding of career education among these different groups and to determine the effectiveness of the project activities. A posttest was later administered after the completion of one year's activities. The major activities accomplished by the project were the development and dissemination of a planning and implementation guide; numerous workshops and in-service meetings; a career education newsletter; a search file; and a collection of resource materials. A comparison of the test results between experimental (project participants) and control (nonparticipants) groups revealed no significant differences except in the area of teachers' attitudes toward career education. (Also included are individual region reports, audit reports, and assessment data from all regions on each instrument.) (Author/BM)

ED 163 244 CE 018 916

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XVII: Respiratory Therapist.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-47p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-915
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis
Identifiers-*Respiratory Therapists

An analysis of survey responses from a sample of respiratory therapists on competency characteristics for their occupation is presented in this document. (Respiratory therapist is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 320 CG 013 005

Issues in Deinstitutionalization. Human Services Bibliography Series.
Department of Health, Education, and Welfare, Washington, D.C. Project Share.
Report No.-DHEW-OS-76-130
Pub Date-Apr 78
Note-86p.
Available from-Project Share, P.O. Box 2309, Rockville, MD 20852
EDRS Price MF-S0.83 HC-S4.67 Plus Postage.
Descriptors-Bibliographies, *Community Health Services, Community Services, *Community Support, *Institutional Facilities, *Institutionalized Persons, Institutional Role, *Patients (Persons)

Since the advent of institutional care in the nineteenth century, there has been extensive discussion concerning the relative merits and constraints inherent in such service provision. In the twentieth century, the trend toward institutionalization began to be reversed. Patients or clients were released or returned to communities and community care through increasingly available medical and social resources. The impetus toward the use of alternatives to institutionalization has come from federal legislation and from a continuing loss of institutionalized clientele since the 1950's. These occurrences have caused a great deal of discussion and prompted an examination of the present-day patient or client population's use of state and public institutions and community support services. Possible sources of documented information are presented. (KA)

ED 163 438 CS 004 547

Garcia, Jesus Longnion, Bonnie

An Extension of the Britton/Lumpkin Study: A Review of Recently Published Readers for Sex Dominance.

Pub Date-78
Note-19p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 19-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Reading, Elementary Education, *Reading Materials, *Sex Fairness, *Sex Role, *Textbook Bias, *Textbook Content, *Textbook Evaluation, Textbook Research

To determine whether the distribution of male and female main character roles (sex dominance) differed significantly in the 1976-1978 editions of basal readers and supplementary textbooks from that found in the 1974-1976 editions examined by Gwyneth E. Britton and Margaret C. Lumpkin, an analysis of more than 3,700 stories was undertaken. The sex dominance of a story was determined by identifying the main character and by examining the accompanying illustrations. Each story was then classified as "male dominant," "female dominant," or "other." The resulting data showed that the 1976-1978 textbooks had a much smaller number of stories classified as "male dominant" than did the 1974-1976 editions. The newer editions also showed a marked increase in the number of stories classified as "other" and as "female dominant." (FL)

ED 163 460 CS 204 410

Witte, Stephen P. Sodowsky, Roland E.
Syntactic Maturity in the Writing of College Freshmen.
Pub Date-78
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), Higher Education, Language Research, *Sentence Structure, *Student Ability, *Student Improvement, *Writing Skills
Identifiers-*Syntactic Maturity
Researchers examined the first in-class essays and the final exam essays of 24 freshman writing students to determine the syntactic maturity these students gained during an eight-month period. Counting the words, T-units, clauses, and sentences for each of the 48 essays created data about mean words per T-unit, clauses per T-unit, words per clause, T-units per sentence, and words per sentence. Although the data indicated growth in syntactic maturity between the writing of the first and second essays, only the increase in the mean number of words per T-unit reached statistical significance. Calculations for four additional variables (words per subordinate clause, number of words between embeddings of all kinds, number of words between prepositional embeddings, and the number of words between nonclausal and nonprepositional embeddings) indicated that part of the increase in syntactic maturity was attributable to an increased number of subordinate clauses and a significantly higher percentage of prepositional embeddings in the second essay. The variables that measure embedding frequency may be more precise measures of syntactic maturity gains than the T-unit variables, but they should be used over longer periods of time and with larger samples than in this study. (RL)

ED 163 482 CS 204 552

Evanechko, Peter And Others

Language: B.C. (British Columbia); An Assessment in the English Language Arts, A Pilot Study. Part 2. A Report Dealing with Instructional Practices.

British Columbia Dept. of Education, Victoria.
Pub Date-Oct 76
Note-288p.; For related documents, see CS204550-553
EDRS Price MF-$0.83 HC-$15.30 Plus Postage.
Descriptors-Composition (Literary), Educational Accountability, *Educational Assessment, *Educational Practice, Elementary Secondary Education, *English Instruction, Instructional Materials, Kindergarten, *Language Arts, Learning Activities, Literature, *Program Evaluation, Reading, Surveys, *Teacher Attitudes, Teaching Methods
Identifiers-*British Columbia

The first segment of a long-term educational assessment plan, for which this three-part report was compiled, called for a study that would survey the status of English language arts programs in the province of British Columbia and serve as a pilot for future assessment programs. This portion of the study presents the results of the second phase of the language survey which dealt with instructional practices in several areas of the English and language arts program, particularly student test performance and the scope and priorities of programs as designated by the teacher respondents. The report offers background and general information for all elementary language arts teachers; discusses the place of language arts in the kindergarten curriculum; presents a composite of learning experiences and teaching procedures in the areas of reading, written language, literature, and oral communication; and devotes a separate section to teaching practices on the secondary level. Each chapter is organized according to the kind and extent of learning experiences; the nature and organization of teaching procedures; the nature of learning activities; learning outcomes; application of knowledge; evaluation of attitudes, knowledge and skills; the development and achievement of goals; and interpretations and implications of the survey results. (MAI)

ED 163 594 EA 011 071

Kalvelage, Joan

The Decline in Female Elementary Principals Since 1928: Riddles and Clues.

Pub Date-Oct 78
Note-22p.; Sex Equity in Educational Leadership Project
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aspiration, Boards of Education, Bureaucracy, Educational History, Educational Research, Elementary Education, *Employment Patterns, *Employment Statistics, *Equal Opportunities (Jobs), *Females, Feminism, *Principals, Sex Discrimination, Sex Fairness, Skills, Working Women

In 1928, 55 percent of elementary school principals were women. By 1973, only 20 percent were women. This paper examines research data for explanations of the decline of the percentage of women elementary school principals. Both incompetence and sex discrimination are rejected as explanations. Clues to the decline are traced to the decline of the feminist support system that occurred after women won the vote, to state laws for equal pay for equal work, and to the cult of efficiency that led to the bureaucratization of schools. The bureaucratization of schools entailed a redefinition of the elementary principal's role that clashed with the values and interests of most women, then and now. (Author/MLF)

ED 163 662 EA 011 152

Kipp, William P. And Others
Project Leadership. Introductory Component.
Association of California School Administrators.
Pub Date-73
Note-61p.; Appendix G may be illegible ; Third printing 1977-78
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Personnel, *Administrator Education, Elementary Secondary Education, *Inservice Education, Program Descriptions, Questionnaires, Workshops
Identifiers-*Project Leadership
The mission of Project Leadership is to aid school administrators in the identification of their high priority goals and then to provide educational experiences geared toward the attainment of those goals for both the individual administrator and for others in the administrator's district. Subscribing school districts may enroll as few as one individual or as many as a team of from three to ten members. Each year participants attend two specially designed Project Workshops. Each workshop is scheduled for three days. Selected materials are disseminated at the workshop. First-year participants receive eighteen hours of basic skills training plus six hours of self-selected options. Second- and third-year participants pick and choose the most suitable alternatives. Participants are grouped into satellites for local followup workshops. Satellites are made up of districts located within reasonable proximity of each other. Participants are always encouraged to conduct followup action back in their district by serving as human resources and thereby extending the benefits of involvement in Project Leadership. (Author/IRT)

ED 163 186 CE 018 312

Sourcebook for Equal Goals in Occupations.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
Pub Date-78
Note-177p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Discriminatory Legislation, *Educational Counseling, *Educational Environment, Environmental Criteria, Environmental Influences, Equal Education, Females, Instructional Materials, Males, *Public Relations, Secondary Education, *Sex Discrimination, Sex Role, Sex Stereotypes, *Vocational Education, Womens Education

Outlining a plan of action for reducing sex bias, sex role stereotyping, and sex discrimination in secondary school vocational education programs, this source book was prepared by vocational education instructors, counselors, and administrators. After a discussion of the consequences of sex discrimination and sex role stereotyping, the sourcebook is divided into four main sections: legislation, counseling, teaching environment, and publications. The legislation section contains information on Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976. The counseling section discusses sexism, program assessment, and enrollment trends. The teaching environment section describes materials and methods to help free an educational setting of sex bias. The public relations section, constituting about two-thirds of the sourcebook, includes awareness workshop materials for the community, school personnel, and students. A list of seven audiovisual aids and a bibliography are appended. (LMS)

ED 163 262 CE 018 949

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-5: Assessing the Needs of the Disadvantaged Student.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-19p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, *Disadvantaged Youth, Federal Aid, Higher Education, Learning Activities, Learning Modules, Needs Assessment, Performance Based Teacher Education, Program Development, Program Evaluation, State Aid, Student Needs, *Teacher Education Curriculum, *Vocational Education
Identifiers-California

This module on assessing the needs of disadvantaged students is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) identification of the disadvantaged student; (2) implementing the program for the disadvantaged; (3) use of federal and state funds; and (4) program review and evaluation. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 345 CG 013 039

Stuecher, Ron Myers, John

Focusing on Nutrition, Housing and Health Care: Retirement. High School Teaching Units.

Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 73
Note-12p.; For related documents see CG 013 036, CG 013 037, CG 013 038, CG 013 040, CG 013 041, CG 013 042, CG 013 043
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, Curriculum Guides, *High School Students, Housing, *Instructional Materials, Medical Services, Nutrition, *Older Adults, Relevance (Education), *Retirement, Secondary Education, *Senior Citizens, Stereotypes

These teaching units, designed for use at the high school level, focus on nutrition, housing, health care, and retirement. The purpose of the unit on nutrition, housing, and health care is to provide an inquiry approach by which the student may become more aware of certain problems of the aged members of the community. The student, upon completion of this unit, will be able to describe, document, and discuss examples of how the elderly are being isolated from society's mainstream in the economic, social, and cultural areas. The unit focusing on retirement is designed to help destroy popular mythology about aging, and is aimed at giving the student a first-hand look at retirement in general, and a specific exposure to retirement in his or her own community. Course objectives, contents and/or procedures, instructional materials, and evaluation techniques are included. (Author/KA)

ED 163 506 CS 204 582

Click, John William

A Model for Short-Term Training of High School Publications Advisers.

Pub Date-Aug 77
Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Needs, Educational Principles, *Faculty Advisors, Faculty Workload, High Schools, Inservice Teacher Education, *Journalism Education, Learning Activities, Needs Assessment, Postsecondary Education, *Student Publications, Surveys, *Teacher Education, Teacher Responsibility, *Teaching Models, *Training Objectives

A model for the short-term training of high school publications advisers, and the procedures used in developing it, are described in this paper. The paper first outlines survey techniques used to obtain advisers' rankings of 53 statements about their professional needs and reports the statements and their rankings by advisers. Procedures are then described that were used after the completion of the survey in developing principles for advising publications staffs and for training publications advisers and in having the principles validated by an expert jury. The principles are listed, and the jury's rating of their relative importance is noted. Finally, the training model, which lists both competencies to be developed and suggested methods for developing them, is presented. The following 11 instructional components of the model are described separately: news judgment, news gathering, and news writing; editing and design; professional practices; student publication law; relations with persons not on the staff; production techniques; business and finance; advertising; relations with the staff; photojournalism; and writing (other than news). Practical considerations are then dealt with in relation to such aspects of the training situation as duration, leadership, facilities, instructional techniques, form, and enrollment. (GW)

ED 163 707 EC 112 708

Yard, George J.

Behavioral Disorders: A Manual for Teachers and School Administrators.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Nov 77
Contract-OEC-0-74-7899
Note-104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavior Problems, Elementary Secondary Education, Emotionally Disturbed, Federal Legislation, *Guidelines, Identification, *Remedial Programs, State Legislation, Student Evaluation
Identifiers-*Missouri

The manual presents guidelines for teachers and administrators in public schools for dealing with behaviorally disordered students. Among the topics discussed are the legal basis for providing education services for such students (including the State of Missouri Education for the Handicapped Act and the Federal Education for All Handicapped Act), the learner and behavioral conflicts (including definitions and characteristics), identification and diagnosis of the behaviorally disordered student (including the screening procedure and the diagnostic process), the educational program (including service alternatives), sources of revenue, and teacher and personnel certification requirements. Appended are brief descriptions of related tests and films, and a bibliography. (DLS)

ED 163 204 CE 018 507

Lawhead, Jeanie And Others
The Career Education Resource Center Annotated Catalog.
Colorado State Dept. of Education, Denver.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Note-168p.; Not available in hard copy due to small, light print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, Business, *Career Education, *Catalogs, Consumer Education, Elementary Secondary Education, Guidance, Instructional Aids, *Instructional Materials, *Instructional Materials Centers, Occupational Clusters, Postsecondary Education, Reference Books
Identifiers-Colorado Education Network for Resource Enrichment
This catalog provides an annotated list of the career education materials which may be borrowed for previewing from the Career Education Resource Center in Colorado. Covering materials of interest to educators in kindergarten through postsecondary programs, the catalog includes items produced by classroom teachers, commercial publishers, business and industry, and state and federal projects. The major topics by which the materials are categorized are as follow: classroom subject areas such as mathematics, language, art and home economics; consumer education; guidance; reference, including information on teaching strategies and historical background; career clusters, as defined by the U.S. Office of Education; and business and industrial materials. Eight elements are identified as constituting career education (self awareness, educational awareness, career awareness, economic awareness, decision making skills, beginning competency and skill awareness, employability skills, and appreciations and attitudes), and each catalog entry lists whichever elements are applicable to its contents. Other components of the entry include appropriate grade level, title, catalog number, description of content in approximately 100-word annotations, publisher or originator, and USOE cluster assignment. Information on ordering materials and a title index are also provided. The types of materials include audiovisual aids, lesson plans, student materials, bibliographies, dictionaries, learning activity packets, teacher guides, and textbooks. (ELG)

ED 163 321 CG 013 006

Slaff, Bertram

Adolescent Behavior: Normal? Sick? How Does One Tell?

Pub Date-31 Mar 78
Note-16p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adjustment Problems, *Adolescents, Behavior Problems, *Developmental Stages, Maturation, Mental Development, Physical Development, Psychiatry, *Psychopathology, State of the Art Reviews, *Stress Variables

Adolescent turmoil has been investigated as a manifestation of normative crisis functioning. Anna Freud and Erikson look upon this as almost universal. Daniel and Judith Offer found this quality present in only 21% of their sample of male high school non-patient students. Masterson in his longterm study reported that adolescent turmoil was at most an incidental factor subordinate to that of psychiatric illness. To discriminate between normative crisis stress and stress consequent to severe psychopathology for which treatment may be urgently indicated, the diagnostician must: have a thorough knowledge of the dynamic process of growth and development; appreciate that full evaluation of a teenager must be part of a family and environmental study; and comprehend that an adolescent cannot be adequately understood from his recent and present behavior alone, but that a review of the adaptive successes and failures of the individual throughout his development is essential. The diagnostician also should have a broad awareness of the varieties of adolescent living and the cultural background of the youth under study. (Author)

ED 163 369 CG 013 086

Adamson, Willie D.
Career Planning and Placement.
Pub Date-Apr 78
Note-35p.; Table 1 of marginal legibility
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Choice, *Career Planning, *College Majors, *Community Colleges, *Entry Workers, Grade Point Average, Group Guidance, Guidelines, Occupational Information, Personal Values, Postsecondary Education, Student Needs, *Student Personnel Services, *Vocational Counseling

These guidelines summarize dimensions of students' career planning objectives, and determine what types of career planning activities appear to be most instrumental to them in accomplishing their objectives. A second purpose is to compare the career planning activities important to students with those offered at California State Polytechnic University (Cal Poly). Five major goals are (1) acquiring immediate job seeking skills; (2) gaining knowledge about specific careers; (3) gaining insight into oneself and self/career capability; (4) gaining awareness of lifestyles and work roles; and (5) gaining helpful hints and insights. These goals are matched with five action plans perceived by students as accomplishing each goal. Cal Poly's program is described in the same format. Additional information concerning the selection of a major focuses on employment opportunities in academic areas and such others as business, service, technical and trades. (BN)

ED 163 393 CS 004 320

Sinatra, Richard Annacone, Dominic
Beyond Recall in Reading Comprehension: Five Key Planning Decisions.
Pub Date-May 78
Note-20p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Development, *Cognitive Processes, Decision Making, Elementary Secondary Education, *Questioning Techniques, *Reading Comprehension, *Reading Instruction, *Teaching Techniques
Identifiers-Bloom (Benjamin S)
Over the years, teacher questions have consistently aimed at literal comprehension, indicating that teachers lack understanding of the reading-thinking-questioning hierarchy. Benjamin Bloom's Cognitive Taxonomy'' can serve as a hierarchical framework for the design of questions. Within this framework, a teacher can confront decision making in a sophisticated manner and design powerful reading comprehension activities. Five questions a teacher must consider relative to the style and content of the text and to the nature of the learner are: In examining the selection, are there problems with style that may impede understanding of the lowest levels of content, identified by Bloom as knowledge and translation? To what extent does the selection content enable the teacher to expand the cognitive levels of questioning so as to go beyond the memory level of reading comprehension? How can the instructional planner diversify the questions that guide reading comprehension so as to incorporate higher cognitive levels? How does a cognitive ordering of questions affect the way the reader processes the reading material? What kind of affective side-effects'' are aroused by the nature of the questions, and how do they influence the readers' attitude toward reading? (TJ)

ED 163 416 CS 004 523

McSwain, Martha I. B.

Opportunities to Use Family Resource for Reading in the Developing Countries of Africa.

Pub Date-Aug 78
Note-23p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Age Groups, Composition (Literary), *Developing Nations, Early Childhood Education, Economic Disadvantagement, *Educational Development, Ethnic Groups, *Family Influence, Family Structure, Foreign Countries, *Literacy, *Reading, Second Language Learning, Sex Differences
Identifiers-*Africa

As the strongest, most cohesive, and most viable societal unit, the African family has a great impact on literacy and reading. Many different types of family structure exist in Africa, and individuals frequently feel a strong sense of responsbility for the children of their servants and for members of their age, ethnic, religious, and social groups. Children are considered a valuable family resource, with male children regarded as a special asset (although females are regarded highly among the few matrilineal groups); elders are held in high esteem; and money is scarce. Parents' attitudes toward reading and education are highly positive. Among the resources that bring the language of literacy into the home are fathers, other adult models, siblings, and the radio. In cases where a family can afford to send only some children to school, those who attend school can bring limited functional literacy to adults in the extended family. Age groups have contributed greatly to educational development. Inequities exist among ethnic groups, due to the rejection by some groups of the language of literacy. (Two stories are included: one showing how a school girl has transmitted medical and agricultural information to adults in her village, and another written by a school boy about his first day at school.) (GW)

ED 163 439 CS 004 548

Harshbarger, Mary E.

The Role of Drugs, Diet, and Food Additives in Hyperactivity.

Pub Date-Oct 78
Note-17p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Conference (3rd, Cincinnati, Ohio, October 12-14, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Problems, *Drug Therapy, Educational Programs, Elementary Education, *Exceptional Child Education, *Hyperactivity, *Medical Treatment, *Parent Teacher Cooperation, Special Health Problems, Student Teacher Relationship

A variety of causes have been suggested for hyperactivity: anoxia and other adverse birth conditions, genetic factors, delayed maturation, maternal smoking and drinking during pregnancy, interaction of temperament and environment, lead poisoning, radiation stress, allergy and food additives, and deprivation of required stimulation. Treatments include drug treatments, especially with Ritalin or Dexedrine; the Feingold diet restricting sugars and artificial colorings; administration of megavitamins; behavior therapy; differential reinforcement procedures; modeling; role-playing; filial therapy (helping parents develop empathy with their children); and brief therapy (isolating specific complaints and attempting to bring about an observable behavior change). Possible educational involvement with the hyperactive includes developing minimal stimulation programs; developing structured, predictable, consistent, and logical programs; having engineered classrooms; creating insight-oriented therapy groups to help parents understand their feelings and make necessary changes at home; behavior modification programs; self-instructional training; relaxation training; and biofeedback. Cooperation between parents, teachers, and physicians is important in treating children who are hyperactive. (TJ)

ED 163 552 CS 502 338

Oaks, Harold R.

Puppets as an Intercultural Communication Tool.

Pub Date-Aug 77
Note-7p.; Paper presented at the Annual Meeting of the American Theatre Association (Chicago, Illinois, August 14-17, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Church Programs, Developing Nations, Foreign Countries, *Health Education, *Intercultural Programs, Postsecondary Education, *Puppetry, *Teacher Education, *Teacher Workshops, *Teaching Techniques
Identifiers-*Intercultural Communication

In teaching basic health concepts in developing countries, puppets can be an inexpensive and interesting way to hold people's attention and to give them logical reasons for changing their behavior. Puppets are small, easy to transport and to operate, fun to see, have little cultural identification, can talk about embarrassing things, and can encourage people to think and talk by asking questions or by helping them see themselves more clearly. The Welfare Services Division of the Church of Jesus Christ of Latter-day Saints has developed a handbook for making puppets and has written scripts dealing with health concepts for use in Samoa, Fiji, and Tonga. The agency has also offered workshops for teachers on those islands in the making and use of puppets and has assisted them in developing scripts about local health problems. Workshop participants have used puppets throughout the region to teach some difficult health subjects in an interesting way. (TJ)

ED 163 574 EA 011 012

O'Reilly, Robert C.

Nebraska's Court of Industrial Relations: Unique in Public Employment Arbitration. Revised.

Pub Date-14 Aug 78
Note-18p.; Paper presented at the National Conference of Professors of Educational Administration (Milwaukee, Wisconsin, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Arbitration, Collective Bargaining, Court Litigation, Courts, *Government Employees, *Industrial Relations, State Agencies
Identifiers-Nebraska, *Nebraska Court of Industrial Relations

In 1947 Nebraska established a unique Court of Industrial Relations to resolve disputes between government agencies and public employees. The court's five part-time judges are appointed by the governor to six-year terms, and the court's operating costs are covered in the state budget. Even so, costs to litigants may be higher than necessary. The consistent quality of the court's judgments is partially offset by the court's tendency to consume more time than is typically consumed in similar cases in other states. While the great majority of arbitration cases nationally involved postcontractual disputes, most of the Nebraska cases have involved disputes over recognition of bargaining agencies, the necessity to bargain, and questions of compensation, prior to contract agreement. Methods established to alleviate these problems have not been promoted adequately and so have proved unsuccessful. Court routines and techniques for ensuring consistency in rulings are discussed and recommendations for improvement in court operations are provided. (Author/PGD)

ED 163 595 EA 011 072

Surplus School Space The Problem and the Possibilities.
Council of Educational Facility Planners, Columbus, Ohio.
Pub Date-78
Note-77p.; Graphics may not reproduce clearly
Available from-Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($3.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Birth Rate, Building Conversion, *Community Education, *Declining Enrollment, *Demography, *Educational Alternatives, Elementary Secondary Education, Enrollment Projections, Expenditure Per Student, Migration, Recycling, *School Closing, School Community Relationship, School Role, Shared Facilities, Shared Services, *Space Utilization, State School District Relationship

This publication attempts to simplify the complex issue of declining enrollment and surplus school space. Part 1 is devoted to a thorough discussion of enrollment decline. Text and tables are used to explain enrollment projections, large city public school enrollment decline, birthrates, population mobility, expenditures for education, and the number of defeated school bond elections. Expectations and assumptions about schools and how these will be affected by societal changes are discussed. Part 2 discusses some of the factors inhibiting new uses for school facilities and offers suggestions for using school space that do not conflict, or conflict very little, with the current definition of normal'' education. This is followed by exploring alternative definitions of normal'' education and using facilities for alternative forms of schooling, retraining people for mid-life career changes, lifelong learning centers, and industrial training programs. Six sketches illustrate the proposed conversion of Niles East High School in Skokie, Illinois, to create 125 apartments, a community art center, and a community recreation center. (Author/MLF)

ED 163 642 EA 011 123

Levy, Hans F.
How Schools Can Control the Increasing Cost of Energy.
Pub Date-78
Note-67p.
Available from-Hans F. Levy, President, AC Manufacturing Company, Old Cuthbert Road, Cherry Hill, New Jersey 08034 ($5.95)
Document Not Available from EDRS.
Descriptors-Administrator Guides, *Air Conditioning, *Building Operation, Cost Effectiveness, Depleted Resources, *Educational Facilities, *Efficiency, Electronic Control, Elementary Secondary Education, *Energy Conservation, Facility Utilization Research, Fuel Consumption, *Heating, Heat Recovery, Higher Education, Modular Building Design, Ventilation

In a nontechnical way, this small book outlines the present use of energy in schools, what forms of energy will be available in the foreseeable future, how energy is presently wasted in educational facilities, and how energy can be conserved now and in the future. The school administrator can control the energy consumption in his schools and this consumption can be reduced by a large amount if the principle of time/space control of the heating and air conditioning system is understood. The major factor in energy consumption in any school building is the occupancy pattern of the building. To conserve energy in school facilities, survey structural points through which energy may be escaping, and install appropriate insulation; evaluate the efficiency of even recently installed central HVAC systems; and, above all, establish the occupancy pattern of the building in order to implement selective control. In building or remodeling, the selection of a heating and cooling system with its controls is the most important factor in conserving energy. The six determinants that will produce the most efficient system are (1) modular systems, (2) natural air cooling, (3) air-to-air heat pumps, (4) heat recovery, (5) solar panels, and (6) an automatic central control system. (Author/MLF)

ED 163 731 EC 112 784

Shapiro, Deborah

Parents and Protectors: A Study in Child Abuse and Neglect.

Pub Date-78
Contract-90-C-429
Note-127p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Child Abuse, Etiology, Exceptional Child Research, *Family Characteristics, *Family Problems, *Neglected Children, *Program Effectiveness, *Social Services, Socioeconomic Status

The report documents a study in which parents identified as abusive or neglectful were interviewed to examine the relationship between the dependent variable of reduction of abusive or neglectful behavior and the independent variables describing the families (N 171) and the services given. Chapter I provides an overview of the study design. Chapter II covers demographic variables and describes the socioeconomic status of the families at the time of the interview with respect to employment and housing, as well as involvement with the extended family and social relations. Chapter III centers on the abuse and neglect problem that resulted in agency involvement, the families' response to it, and the characteristics of the workers and the services they offered. Focused on in Chapter IV are findings relative to improvement of the parents, factors associated with successful outcomes, dubious outcome variables, and areas in which no differences were found. Chapter V looks at the differences among the types of parents served and at the differences in agency responses to these parents. A final chapter summarizes findings and discusses the implications for research, agency practice, and family policy. (SBH)

ED 163 755 FL 009 739

Ferguson, Charles A.

Learning to Pronounce: The Earliest Stages of Phonological Development in the Child. Papers and Reports on Child Language Development, No. 11.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-May 76
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Language, Infant Behavior, *Language Development, Language Research, *Linguistic Competence, *Linguistic Performance, Literature Reviews, *Phonology, *Psycholinguistics, Speech, *Verbal Development
Identifiers-Baby Talk, Infant Vocalization

Selected aspects of early phonological development are described, and eight important characteristics are suggested. It is held that the child plays a highly active, creative role in the acquisition process. The child's early vocables constitute a connecting link between babbling and adult-modeled speech; the child's phonological systems for perception and production are relatively independent. In the child's construction of a phonological system for production, he begins with structural constraints in selecting adult model words and in producing his own words. The baby talk lexicon of the child's speech community provides a reservoir of phonologically simplified models on which the child can draw for his early words. The child invents and applies to his repertoire of phonetic word shapes a succession of phonological rules which regularize the pronunciation of phonetically similar words. The child gradually relaxes his constraints of selection and production to allow greater standard complexity and phonetic diversity within words. Each child follows his own distinctive route in phonological development. (Author/SW)

ED 163 280 CE 018 967

Harkins, Frances

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-1: Evaluation Models.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-23p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Criterion Referenced Tests, *Evaluation Methods, Formative Evaluation, Higher Education, Learning Activities, Learning Modules, Models, Performance Based Teacher Education, Summative Evaluation, Teacher Certification, *Teacher Education Curriculum, *Vocational Education

This module on evaluation models is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) formative evaluation; (2) characteristics of summative evaluation modes; (3) implementation of summative evaluation models; (4) criterion-referenced measurement; and (5) other evaluation measures. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 529 CS 502 295

Steinmann, Martin, Jr.
Speech Acts and Rhetorical Action.
Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Linguistics, *Persuasive Discourse, *Rhetoric, *Speech Communication, Theories
Identifiers-Illocutionary Act, Perlocutionary Effects, *Speech Acts
Some authorities wish to persuasively define rhetoric as formal or public speeches, while others hold to a more traditional and broader definition pointing to the relevance of speech-act theory to support them. Central to speech-act theory is the illocutionary act (uttering at least one sentence of some language under certain conditions). Two effects are associated with each illocutionary act: an illocutionary effect is the reader's or listener's understanding or interpreting the illocutionary act, and the perlocutionary effect is a chain of effects dependent on the illocutionary effect. The problem of all communicators, not simply formal speech makers, is to speak or write clearly (illocutionary effectiveness) and to get people to believe their statements, answer their questions, and obey their commands (perlocutionary effectiveness). (TJ)

ED 163 617 EA 011 096

Schubert, William H.

The Literature of Curriculum Development: Toward Centralization and Analysis.

Pub Date-Apr 76
Note-92p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Bibliographies, *Curriculum Development, *Educational History, *Questionnaires

This historical study of curriculum literature is an attempt to centralize and analyze sources that serve as a basis for what is too often an "ahistorical" field. The objective is to produce a comprehensive chronological bibliography. Citations within sources in the bibliography are analyzed in an attempt to determine dominant disciplinary roots in curriculum literature, recurring citations are noted, and suggested treatments of the literature are presented. Refinements of both the bibliography and analyses are encouraged. It is assumed that knowledge of the field's heritage will enhance subsequent curriculum development and research. (Author/IRT)

ED 163 684 EC 112 554

Morrissey, Patricia A.
A Guide for Teachers: How to Set Up a Peer Tutoring System in Your Classroom. LD Series Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Pub Date-75
Note-26p.
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Elementary Secondary Education, *Peer Teaching, Teaching Guides, *Tutoring

The guide presents materials to help the teacher set up a peer tutoring system in the classroom. Aspects discussed include the benefits of such a system, which materials adapt to such a system (criteria that can be applied to materials/tasks being considered for it), how to adapt and design materials for such a system (including format issues, design issues, and assessment), and implementation and management of an intraclass peer tutoring system. (DLS)

ED 163 298 CE 019 154

Directory of Productivity and Quality of Working Life Centers.
National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date-78
Note-86p.; For related documents see CE 019 152
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Community Agencies (Public), Economic Change, *Economic Development, *Economic Progress, Financial Support, Foreign Countries, Futures (of Society), Manpower Development, National Programs, Planning, Policy Formation, Private Agencies, Productive Living, *Productivity, *Program Descriptions, *Quality of Life, Regional Programs, *Research and Development Centers, Resource Centers, State Programs, Trend Analysis
Identifiers-United States

This directory was prepared to foster the mutually supportive relationships among the Productivity and Quality of Working Life Centers in the United States. It was also designed to be of value to innovative managers in the public and private sectors by making readily available sources of information on the various aspects of productivity and quality of working life issues. The twenty-eight centers included in this directory vary widely in terms of development, scope, and sources of support. Several are essentially national or regional in approach; others generally confine their activities to their respective states; and some are university-based. Their financing comes from both public and private funds. All are involved in programs of interest nationwide. The following elements are found in the description of each center: address/phone number; background; organization; funding/support; program activities; and publications/A-V materials. Appended are a listing of foreign Productivity and Quality of Working Life Centers and a geographical index (by state) of U.S. Productivity and Quality of Working Life Centers. (A companion document, CE 019 154, contains the final report of the National Center for Productivity and Quality of Working Life, whose primary functions are to make the United States aware of the benefits of productivity growth and to encourage initiatives that will result in better productivity performances.) (BM)

ED 163 461 CS 204 419

Aldemark, Lars Weibull, Lennart
Attitudes of Political Organisations to Mass Media.
Pub Date-74
Note-45p.; Paper presented at the Work-Shop of European Consortium of Political Research (Strasbourg, France, April 1974)
Available from-Institute of Political Science, Box 5048, 402 21 Goteborg, Sweden (20 Swedish Kronor; (Approximately $4.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Communication (Thought Transfer), Foreign Countries, Information Dissemination, *Mass Media, *Media Research, News Media, *Political Attitudes, *Political Issues, *Social Attitudes
Identifiers-Communication Research, Sweden
An investigation of the political and social content of mass media and the manner in which individuals and groups evaluate and use mass media is summarized in this report. The first section provides a brief overview of the development of the mass media system in Sweden, while the second section outlines the theoretical framework for the present study and offers an orientation to the types and aims of related current research. The third and fourth sections summarize the results of the study, and the final section presents a general discussion of the functions of the press for the Swedish political system. (FL)

ED 163 483 CS 204 553

Evanechko, Peter And Others
Language: B. C. (British Columbia); An Assessment in the English Language Arts, a Pilot Study. Part 3. Test Results.
British Columbia Dept. of Education, Victoria.
Pub Date-Oct 76
Note-241p.; For related documents, see CS204550-553 ; Parts may be marginally legible
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Educational Accountability, *Educational Assessment, Elementary Secondary Education, English Instruction, Grade 4, Grade 8, Grade 12, *Language Arts, *Performance Factors, Program Evaluation, *Reading Achievement, Test Results, *Writing Skills
Identifiers-*British Columbia

The first segment of a long-term educational assessment plan, for which this three-part report was compiled, called for a study that would survey the status of English language arts programs in the province of British Columbia and serve as a pilot for future assessment programs. This portion of the study presents results from the third phase of the language survey which was designed to identify the difference between the desired outcomes and the degree to which they were being met by pupils, specifically in the reading test at the grade 4 level and the written composition test taken in grades 8 and 12. Chapters consider test results according to general categories and in relation to such student characteristics as number of schools attended, number of hours of television viewed, sex, age, length of residence in Canada, and language spoken. Appendixes present statistical summaries of the test results, copies of each test, and teacher comments. (MAI)

ED 163 169 CE 017 675

Hatcher, Elizabeth And Others
Validation of Home Economics I Curriculum Manual.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oklahoma Vocational Research Coordinating Unit, Stillwater.
Pub Date-Aug 78
Note-61p.; For related documents see ED 146 402-403
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, Career Development, *Home Economics, *Instructional Materials, Manuals, Models, Occupational Home Economics, Performance Criteria, Secondary Education, *Student Evaluation, Tables (Data), *Test Results, Textbook Content, *Textbook Evaluation
Identifiers-Curriculum and Instructional Materials Center OK, *Oklahoma
This study was concerned with the validation of the Oklahoma Curriculum and Instructional Materials Center (CIMC) Home Economics I Manual. Validation was obtained by examining student achievement on randomly selected unit tests. Satisfactory performance on the unit tests indicated that the students were achieving the objectives, which in turn indicated that the curriculum was probably a valid source of learning materials. Five units in the curriculum manual were selected from those taught during the second semester of the 1977-78 school year. Teachers were asked to teach each unit in their usual manner, administer the unit test, score each item, and send the tests to the project staff. Results were compiled by determining the percentage of students who obtained the correct answer on each item of the unit test. A correct answer was considered an indication that the student achieved the objective being tested. It was arbitrarily determined that 80% of the students should pass an item for student achievement to be considered acceptable. Those items not passed by 80% of the students were reviewed to try and determine why the students were not achieving the concepts involved; several possibilities for deficient learning are stated. It was concluded that, overall, the Home Economics I Curriculum Manual produces acceptable student achievement and can be considered a valid source of instructional materials for home economics classes. (Data tables make up the bulk of the document.) (Author/CT)

ED 163 187 CE 018 313

Buckley, John J. Rowe, Brenda J. D.
The Effects of Marriage and Children on Women's Work.
Spons Agency-Maryland Univ., College Park. Computer Science Center.; Maryland Univ., College Park. Div. of Behavioral and Social Sciences.
Pub Date-Sep 78
Note-23p.; Paper presented at the Annual Conference of the American Political Science Association (New York, New York, August 31-September 3, 1978)
Available from-Bureau of Governmental Research, 1218 Social Sciences Building, University of Maryland, College Park, Maryland 20742 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Age, Career Development, *Child Rearing, Educational Background, *Employment Patterns, Females, Individual Characteristics, Labor Force, *Marital Status, *Nurses, *Occupational Mobility, Occupational Surveys, Social Factors, State Surveys, Working Women
Identifiers-Maryland

A survey was conducted to analyze the effects of marriage and children on the work patterns of registered nurses in Maryland, with specific attention to these effects on work continuity and advancement and to which factors modify these effects. Questionnaires asking for complete work histories were mailed to a random sample of registered nurses in Maryland. Results indicated that work continuity and advancement were negatively affected by changes in family responsibilities, though less so than in previous years. Over two-thirds of the respondents interrupted their careers while rearing young children. The survey identified several factors which modified the effects of marriage and children on nurses' careers, including educational attainment, age at marriage, and certain background and personal characteristics. The more time and effort nurses had invested in educationally preparing for careers, the more likely they were to overcome the constraints of family responsibilities. (Introductory material discusses women's participation in the labor force, and a number of tables and references support the text.) (LMS)

ED 163 224 CE 018 820

Supply and Distribution of Physicians and Physician Extenders. Health Resources Administration (DHEW/PHS), Hyattsville, Md. Manpower Supply and Utilization Branch.
Report No.-HRA-78-11
Pub Date-78
Note-115p.; Not available in hard copy due to reproducibility problems. For the earlier version of this paper see ED 144 512
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Females, Foreign Students, *Geographic Distribution, Geographic Location, Graduate Medical Students, Health Services, Labor Demands, *Labor Supply, Medical Assistants, Medical Services, Minority Groups, *Nurses, *Physicians, *Physicians Assistants, Primary Health Care, *Specialists, Statistical Data, Trend Analysis

This paper describes physician and physician extender (i.e., a person who renders services under the supervision and responsibility of a physician) supply and distribution and provides projections of the supply. It addresses inequities of access to health care by examining the relationship to disparities in physician distribution by specialty and geography. The first of eight sections gives the 1976 active physician supply (as determined by American Medical Association and American Osteopathic Association data) as 362,970. Primary, secondary, and tertiary-care physician supply is investigated, and data on osteopathic doctors, women, minorities, foreign medical graduates, and specialty manpower is presented. Section 2 reviews the intern/resident supply for the groups mentioned above. In section 3 characteristics of physician extenders, such as physician assistants and nurse practitioners, are examined. Section 4 looks at the geographic distribution of physician and physician extenders. The fifth section projects the medical specialist supply. A first-year residency illustration shows that primary medical doctor care to population ratio might be expected to increase from sixty-five to eighty-five per 100,000 from 1974 to 1990. Section 6 discusses projected increases in the physician extender supply. Areas for further research are identified in section 7. The final section highlights policies, strategies, and priorities which impact on physician and physician extender supply and distribution. (This publication is an updated version of ED 144 512.) (CSS)

ED 163 245 CE 018 921

Stein, Peter Etzkowitz, Henry
The Adult Life Spiral: A Critique of the Life Cycle Model.
Pub Date-6 Sep 78
Note-27p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, September 6, 1978) ; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Development, Age, Cultural Factors, Developmental Stages, Environmental Influences, Human Development, *Human Living, Human Relations, Individual Differences, *Individual Needs, *Life Style, Role Theory, Social Factors, Socialization, Social Relations, Sociocultural Patterns, *Theories
Identifiers-*Life Spiral Model
We can identify and describe alternate paths of adulthood utilizing data from interviews with single adults. Our review of major models used in adulthood studies suggests that a developmental model, such as Daniel Levinson's life cycle model, is too tied to the notion of the imminent unfolding of the life course. The age-stratification theory recognizes role reproduction required by social structure, but never questions the locus of reproductive power. Finally, the socialization theory grants individuals some interactive freedom, but still overemphasizes socialization of the individual into existing roles. We propose a life spiral model, which involves the ordering of roles in various sequences, a multiplicity of institutionalized/emerging roles, and varying durations that these roles are enacted. A constant is the necessity for expressing human needs, such as intimacy, meaningful work, avocational activities, and social interaction. We re-analyzed data from a sample of sixty predominantly professional women and men, ages twenty-five to forty-five. The sample did not follow a traditional path to adulthood; their life courses involved many nontraditional experiences. We suggest that our society contains alternate paths through adulthood which could best be explained by a life spiral model. (CSS)

ED 163 346 CG 013 040

Rivera, Renaldo
How Our Society Looks at Aging.
Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 75
Note-18p.; For related documents see CG 013 036, CG 013 037, CG 013 038, CG 013 039, CG 013 041, CG 013 042, CG 013 043
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age, Curriculum Guides, Dependents, Economic Status, Financial Needs, *Gerontology, Human Development, Instructional Materials, *Older Adults, Psychological Needs, Secondary Education, *Secondary School Students, *Senior Citizens, *Stereotypes
This program, developed for the secondary level, focuses on how our society looks at aging. Three lessons are included which deal with misconceptions about aging in America, the normal dependencies of aging, and economics and the older person. The lesson on misconceptions is intended to help break down stereotypes young people have about older people and to help students understand the process of aging in general. The lesson on normal dependencies of aging is intended to show that dependencies are a normal process of aging, and to help students understand the four basic categories of dependencies for the aged. The lesson on economics will enable the student to determine what the major sources of income for the aged person are, explain why income maintenance is a major concern for the elderly, and list the possible expenses incurred by the aged. Content and/or procedures, instructional materials, and evaluation techniques are included for all lessons. (Author/KA)

ED 163 663 EA 011 163

Educational Vouchers. The Best of ERIC, Number 41.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, *Educational Alternatives, *Education Vouchers, Elementary Secondary Education, Equal Education, Parent Participation, Program Descriptions
Identifiers-Alum Rock (California), Houston (Texas), Magnet Schools

This annotated bibliography highlights eleven publications on educational vouchers. Issues discussed include several voucher systems, the value of increased parental decision-making, and nonvoucher systems of educational options. The authors included in the bibliography also discuss how vouchers may promote freedom of choice but reduce equality of education, effects of a voucher system on racial segregation, and the participation of sectarian schools in voucher programs. Several entries focus on the history and structure of the Alum Rock (California) voucher project and attempt to evaluate it. Houston's magnet school program is also highlighted. All items are entries in the ERIC system. (JM)

ED 163 685 EC 112 555

Gillespie, Patricia H., Ed. Middleton, Thomas O., Ed.
Conference on Learning Disabilities: A Review of Indiana's Rule S-1. LD Series Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Pub Date-76
Note-81p.; Best copy available
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Auditory Perception, Conference Reports, Counselors, Due Process, *Exceptional Child Services, *Learning Disabilities, Neurology, Ophthalmology, Parents, Speech, *State Legislation, Student Evaluation, Student Placement
Identifiers-Indiana, *Rule S1
The document is a collection of papers presented at a conference on the delivery of services to learning disabled children in Indiana that focused on Indiana's Rule S-1, which implements the mandatory special education act through multidisciplinary identification, assessment, and placement of handicapped children. Titles and authors include "The Case Conference Committee and the Neurologically Impaired/Learning Disabled" (F. Kladder), "Historical and Future Trends in Learning Disabilities" (G. Gregersen), "Let's Get Some Questions Answered" (J. Poteet), "Comments on Rule S-1 As Applied to Learning Disabilities" (S. Schnitzer), "A Parent's Position Paper on Rule S-1" (R. Reed), "S-1 Regulations and the Pediatric Neurologist" (A. Drew), "Pediatricians Role in Implementing S-1" (L. Wojcik), "Learning Disabilities" (J. Fadely, G. DeBrota), "Rule S-1 and the Learning Disabilities Teacher" (B. Kichler), "Indiana State Teachers Association" (Rule S-1 Task Force), "The Role of Vision in Learning Disorders" (M. Allen), "The Ophthalmologist's Role in the Diagnosis and Treatment of Learning Disabilities" (E. Helveston, F. Ellis), "Considerations for Implementation of Rule S-1" (D. Miller), "The Role of the School Counselor in Relation to Learning Disabilities and Rule S-1" (S. Crowe), "The Role of the Pupil Personnel Team in Relation to Learning Disabilities and Rule S-1" (S. Crowe), and "American Speech and Hearing Association's Position on Learning Disabilities". Also provided are group synopses on definition, eligibility, data gathering, placement and due process, programing, and evaluation. (DLS)

ED 163 708 EC 112 709

Howe, Clifford E. And Others
Handbook for Placement of Handicapped Children: From Identification Through Initial Placement with P.L. 94-142.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Oct 77
Contract-OEC-0-74-7899
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Policy, Federal Legislation, Guidelines, *Handicapped Children, Identification, Interdisciplinary Approach, Parent Role, Referral, Student Evaluation, *Student Placement
Identifiers-*Education for All Handicapped Children Act

The document provides an overview of the process a committee must complete as a minimum, in compliance with the Education for All Handicapped Children Act (P.L. 94-142), before a handicapped child's educational placement decision is made. A flow chart for the placement of the handicapped child is provided, and nine major steps to be taken, from original identification through the placement procedure, are discussed (including observation of a child experiencing difficulty, referral for evaluation services, informed parental consent, and multidisciplinary evaluation). A glossary of terms and sample forms are appended. (DLS)

ED 163 205 CE 018 514

Norrblom, Eva

An Assessment of the Available Evidence on the Returns to Military Training.

Rand Corp., Santa Monica, Calif.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-R-1960 ARPA
Pub Date-Jul 77
Contract-DAHC15-73-C-0181
Note-46p.; Some of the tables in this document will not reproduce well due to small print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Economic Development, Employment Opportunities, Human Capital, *Job Training, *Literature Reviews, Military Service, *Military Training, Occupational Mobility, Occupational Surveys, Research Design, *Research Methodology, Research Needs, Research Problems, *Sampling, Success Factors, *Transfer of Training
Identifiers-*Military Civilian Relationship

Thirteen studies have evaluated the potential benefits from military training that individuals gain upon leaving active duty. Despite the fact that three-fourths of military jobs have direct civilian counterparts, most of these studies indicate that military training does not have a positive effect on the civilian job opportunities for veterans. The conclusions of these studies, however, are questionable because of the methodologies and samples used. Three different approaches have been tried relying on (1) opinion survey data from separatees or retirees, (2) cross-tabulations of occupational codes comparing the military specialty of separatees with their current civilian occupations, and (3) multiple regression analysis to measure the economic benefits in civilian life that separatees derive from service training. The results have also been influenced by the use of limited samples (for example, separatees with only two years or less of active duty or only infantrymen) or by the time period in which the selected sample served their tours of duty. Because of the restricted scope of these previous studies, future research should be broadened to consider issues such as the return to training for separatees who use their military skills in the civilian sector compared to the return for those who do not; comparison between individuals in the same occupation who have military training and those who do not; and the distinction between formal and informal military training. (A bibliography is also included.) (ELG)

ED 163 263 CE 018 950

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-6: Developing Student Leadership Qualities in Vocational Education Programs.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-23p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, *Leadership Qualities, Leadership Styles, *Leadership Training, Learning Activities, Learning Modules, Performance Based Teacher Education, *Student Leadership, *Teacher Education Curriculum, *Vocational Education

This module on developing student leadership qualities is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) classifying approaches to the study of leadership; (2) classifying leadership styles; (3) identifying leadership characteristics and recognizing leadership potential in vocational students; and (4) developing vocational students' leadership potential into effective leadership. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 370 CG 013 114

Gold, Robert S. Duncan, David F.
Categorizing Drugs and Drug-Taking: A More Meaningful Approach.
Pub Date- 75
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Alcoholic Beverages, Classification, *Drug Abuse, Drug Education, Literature Reviews, *Narcotics, *Smoking, *Stimulants, *Tobacco

This document reviews various definitions of the nature and classification of drugs. Difficulties with existing categorizations which use such bases as clinical utility, molecular structure, effects on the central nervous system, legality, and hazard potential are disucssed. A more meaningful categorization based on the availability and sources of psychoactive drugs is offered. Categories include herbal, over the counter, prescription, unrecognized, tabacco, alcohol, and illicit drugs. Connotative meanings of the drug categories are examined in terms of the semantic differential. College student interests concerning drug categories are reported. Concerns about psychoactive drugs are mentioned. A typology of use patterns associated with motivations includes experimental, social-recreational, circumstantial-situational, intensified, and compulsive drug use. Use patterns are summarized. A traditional evaluation of use patterns reviews drug use, misuse, and abuse definitions. Finally addiction, habituation, and drug dependence are discussed. (Author/JLL)

ED 163 394 CS 004 352

Van Nord, Joan

Reading Interests of Gifted Students in a Special School.

Pub Date-72
Note-154p.; Study prepared at The University of Illinois, Urbana
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academically Gifted, Curriculum Development, High Achievers, Questionnaires, *Reading Interests, Reading Research, *Recreational Reading, Secondary Education, *Surveys

Information concerning the reading interests of gifted students in a secondary school composed only of students of above average intelligence is provided in this study. Specific areas discussed are: subject areas for which the students expressed like, dislike, or indifference; growth and change of reading preferences; students' responses to nonfiction and the classics; and a consideration of how some of the topics in which the students are interested might be used by curriculum planners for gifted programs. Five tables of findings and 43 charts accompany the text, and the reading preference questionnaire used in the study is appended. (FL)

ED 163 462 CS 204 437

Chaplin, Miriam T.
Vygotsky Revisited: What's Behind the Word?
Pub Date-78
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), Elementary Secondary Education, English Instruction, Higher Education, *Language Arts, *Language Development, *Linguistic Theory, *Thought Processes, Writing Skills, Written Language
Identifiers-*Composition Process, *Vygotsky (Lev S)
Lev Vygotsky, in his book "Thought and Language," explores the relationship between thought and language. In school, children discover that there is a code (writing) that represents words. Writing is often difficult for students because it is an abstraction in which words are replaced by images of words, it is speech without an intermediary, it requires analytic action, and it results in a permanent product. In producing writing, students must use scientific concepts (the result of analysis and learning under conscious control) rather than spontaneous concepts (formed as the result of "everyday experience" not necessarily under conscious control). Instruction helps students gain control of spontaneous thought and should begin with oral communication, preferably group communication, so that as students hear others' thoughts they will begin to gain control of their own thoughts, which will help them move from inner speech to written speech. Vygotsky provides a hierarchical structure of mental development and supports the belief that language provides a means whereby perceptions can be ordered and systematized. The teacher, then, is a teacher of thinking, helping students learn through the language operations of listening, speaking, reading, and writing. (TJ)

ED 163 507 CS 204 583

Liddell, Gordon F.
Practical Problems of Group Teaching in S1.
Centre for Information on the Teaching of English, Edinburgh (Scotland).
Pub Date-Dec 75
Note-64p.; For related document, see CS204584
EDRS Price MF-S0.83 HC-S3.50 Plus Postage.
Descriptors-Behavioral Objectives, Class Management, Class Organization, *Creative Writing, *English Instruction, *Experimental Programs, Foreign Countries, Grouping (Instructional Purposes), *Group Instruction, Heterogeneous Grouping, Secondary Education, Secondary School Students, Student Motivation, *Teaching Techniques, Writing Exercises
Identifiers-*Scotland
The first of a two-part discussion of an experimental program involving small group teaching in a mixed-ability secondary English class in Scotland, this report outlines the class organization and management techniques used during the program. It also contains an account of the culminating class activity, a group novel-writing project. Six appendixes provide examples of student poetry, assignment cards, samples of writing based on the assignment cards, student-produced magazine stories, progress charts for the novel-writing project, and a copy of the completed novel. (FL)

ED 163 530 CS 502 306

Minister, Kristina
The Semiotic Function in the Performance of Literature.
Pub Date-Dec 75
Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiences, *Communication (Thought Transfer), *Interpretive Reading, *Literature Appreciation, Perception, Production Techniques, *Rhetoric, Rhetorical Criticism, *Semiotics, Speech Communication, *Theater Arts
Identifiers-Audience Response
The interpretation semiotic system that governs interpretation performance pertains to a distinct code of stylized conventions and includes all of the visual and auditory aspects that are generally salient to the characteristics of a performance. The selection of a particular convention for the interpretation of a specific text involves an act of deductive judgment on the part of the performer. Although skilled performers appear to make these choices unconsciously, the interpretation semiotic system is in fact learned by the methods of oral tradition, face to face. The necessity of direct contact among teachers and learners causes interpretation conventions to cluster into geographic, institutional, and cultural semiotic subsystems that are constantly being modified. Because the percepts of interpretation performance are always modified by the mental imagery of audience members, the performance of literature is characterized by a perceptual ratio between the conventions used and the perceptions of the audience. Using suggestion in a performance is not appropriate because it obscures the meaning of the literary text. (MAI)

ED 163 553 CS 502 339

DiMaggio, Paul And Others

Audience Studies of the Performing Arts and Museums: A Critical Review. Research Division Report No. 9.

National Endowment for the Arts, Washington, D.C.
Pub Date-Nov 78
Note-117p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Audiences, *Cultural Activities, *Data Analysis, *Demography, Evaluation Methods, Literature Reviews, *Museums, Research, Research Needs, Research Utilization, *Theater Arts
Identifiers-*Audience Analysis

Based on the analysis of 270 studies pertaining to audiences of the performing arts and visitors to museums, this critical review presents a social profile of the culture consuming public and evaluates the quality and usefulness of audience research. The review offers the following information arranged in four chapters: a description of the basic demographics of the arts public and a discussion of other issues involved in audience research such as the composition of audiences over time and their economic and political impact; the quality and impact of arts audience studies; an analysis of the organizational factors affecting research utility, including purpose, impact, quality, and the role of research in arts management; and a proposed agenda for arts audience research. Twelve tables are included and appendixes provide a bibliography along with a list of the studies used in the review. (MAI)

ED 163 575 EA 011 013

Nolfi, George J. And Others

Experiences of Recent High School Graduates. The Transition to Work or Postsecondary Education.

Pub Date-78
Note-211p.
Available from-Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173 ($17.50)
Document Not Available from EDRS.
Descriptors-Access to Education, *College Choice, Data Analysis, Economic Factors, Educational Research, *High School Graduates, Literature Reviews, Mathematical Models, *Occupational Choice, Policy Formation, Postsecondary Education, Research Methodology, *Statistical Data, Tables (Data), *Vocational Education
Identifiers-National Longitudinal Study High School Class 1972

The growing complexity of policy decisions in such areas as education and manpower necessitates increased research, which in turn requires an adequate data base and adequate methodology. Recognition that the variables affecting the vocational and educational choices of high school graduates are interrelated and require examination from several points of view is crucial. Two related studies in this area, combined in order to explore these interrelated factors, were conducted using data from the National Longitudinal Survey of the High School Class of 1972. The research strategy adopted uncovered key empirical findings, advanced the methodology in the field while laying the groundwork for further analysis, and brought forth challenges to current federal policies. Three analytical perspectives were used: one oriented to the labor market, a second focused on higher education access and choice, and a third based on relationships between supply and demand in the vocational education market. Several general policy themes run through the work, including the issues of a national youth policy, public investment in education, equity and social integration, occupational information availability, alternative education, and new student populations and life styles. Numerous tables and a substantial bibliography accompany the text. (Author/PGD)

ED 163 618 EA 011 098

The Mt. Diablo Individual School Management System ISMS.''
Mount Diablo Unified School District, Concord, Calif.
Pub Date-Jun 78
Note-112p.; Not available in paper copy due to marginal legibility of parts of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Check Lists, *Decision Making, Educational Environment, *Educational Planning, Elementary Secondary Education, Evaluation Methods, Guidelines, Parent Participation, Pilot Projects, Program Evaluation, *School District Autonomy, *School Organization, Staff Improvement, Student Participation, Teacher Participation
Identifiers-*Mt Diablo Unified School District CA

The Mt. Diablo Unified School District is in the second year of a pilot program in individual school management in eleven elementary schools, three intermediate schools, and one high school to bring a measurable improvement of learning with existent resources. This is an individual school management system that places educational decision-making as close to the learner as possible through the involvement of teachers, students, and parents, who, with an awareness of the district's broad goals, will have the authority and responsibility to make decisions at school level that reflect the needs of that local school community. A school organizational system should have at least six major components. One group of these includes learning climate, staff development, and decision-making. Planning, organization, and monitoring compose the other group. All six components are important and must be implemented simultaneously. Each of these components is explained in the text, and the extensive appendix contains guidelines and checklists for administrators to use in evaluating how close they are to the objectives. (Author/MLF)

ED 163 643 EA 011 124

Pasch, Marvin And Others

Examining the Usage of Paraprofessionals at Parma Schaaf Jr. High School: An Evaluation Study.

Pub Date-11 Jun 76
Note-44p.; Written for the completion of requirements of a joint workshop involving Cleveland State University and the Parma School system
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College School Cooperation, *Differentiated Staffs, *Job Training, Junior High Schools, Literature Reviews, *Occupational Information, *Paraprofessional School Personnel, *Program Evaluation, Questionnaires, Role Perception, Teacher Aides
Identifiers-*Parma Schaaf Junior High School OH

This paper describes an evaluation study of the use of paraprofessional personnel in school districts in general, and at Parma (Ohio) Schaaf Junior High School in particular. The members of the evaluation team included representative teachers from the school system led by a university coordinator. They describe problems and promising practices in regard to how paraprofessionals are used in the classroom. This information was gathered from documents and references available through the ERIC retrieval system. In addition, the evaluators discuss what Parma educators believe are the advantages and disadvantages of the extensive use of university students as instructional aides. The major purpose of the paper is to relate the findings of an evaluation study implemented at the high school during spring 1976. The study focused on how university students were trained to be competent instructional aides. The study, based on the Stufflebeam and Guba CIPP'' model of evaluation, concludes with a series of recommendations to improve the training system that assists paraprofessionals and the faculty persons who supervise them. (Author/MLF)

ED 163 732 EC 112 785

Child Abuse/Neglect Demonstration Unit: Bayamon, Puerto Rico. Final Report.

Pub Date- 77
Contract-90-C-79
Note-48p.; Tables may be marginal'y legible
EDRS Price MF-S0.83 HC-S2.06 Plus Postage.
Descriptors-*Child Abuse, Community Agencies (Public), Community Coordination, Community Education, Community Resources, *Demonstration Projects, *Neglected Children, *Program Descriptions, Program Evaluation
Identifiers-Final Reports

The final report documents activities of a 3-year child abuse and neglect demonstration unit in Bayamon, Puerto Rico. The history of the project is reviewed along with the following project components: organization/staffing, case identification, coordination, community education, professional development, case management, research and evaluation, and staff training. Operational problems are cited, including slowness in receiving referrals, limitations of office space, administrative delays, and lack of community resources. Progress toward project objectives is analyzed, project management and worker satisfaction are evaluated, and client data (flow and characteristics) are examined. The impact on the community is considered in such areas as development of community resources, education and public awareness, and community system coordination. A final section briefly covers resource allocation and service volume and costs. (CL)

ED 163 756 FL 009 747

Roeper, Thomas Mattei, Edward
On the Acquisition of Some'' and All.'' Papers and Reports on Child Language Development, No. 9.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Apr 74
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Children, *Comprehension Development, Deep Structure, *Language Development, Language Research, Linguistic Performance, Preschool Children, *Psycholinguistics, *Semantics, *Sentence Structure, Syntax, Verbal Development
Comprehension of the quantifiers some'' and all'' was studied with 202 children, three to nine years old. Thirty-two quantifier sentences dealing with descriptions of circles and squares were presented to the children. Wooden objects were presented to some children to see if results were affected by the choice of abstract objects, but no differences were found. The relationship of over-interpreting'' quantifiers to acquisition was analyzed. Over-interpretation'' is to understand all'' as occupying both possible sentence positions: as a sentence quantifier and as a quantifier in an adjective phrase. Interpretations of all'' as an adverb and as an adjective are analyzed, and deep structure positions and over-interpretation are discussed. Double-some'' sentences, the extensive some,'' the intensive some,'' reversals, and quantifier order are also discussed. (SW)

ED 163 322 CG 013 007

Hoffman, L. Richard And Others

An Analysis of the Process of Making Choices in Groups.

Pub Date-29 Mar 78
Note-16p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, *Decision Making, Group Behavior, *Group Dynamics, *Interaction Process Analysis, *Problem Solving, Research Projects

This study examines the impact of one important task characteristic for the process by which groups solve problems. The principal comparison is between a generative problem and a choice task, and whether or not the differences between these types of tasks affect the group's methods for arriving at a decision. Two types of analysis are conducted of the process by which 43 groups solve a hypothetical personnel selection problem. The results show a disparity between the manifest and implicit choice processes, with the latter determining the decisions. Implications are discussed for the relationship between manifest and implicit processes. (Author/KA)

ED 163 417 CS 004 525

Converse, Jerry

What Is So Difficult about Measuring Flexibility.

Pub Date-May 78
Note-8p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Methods, Higher Education, Reading Comprehension, Reading Rate, *Reading Research, *Reading Skills, *Reading Tests, Study Skills, *Test Construction
Identifiers-*Reading Flexibility

Although reading flexibility (readers' adjustment of their reading rates at levels of comprehension beyond the easiest levels) is a term that has appeared in the literature since 1928, no satisfactory test has been devised to measure it. Three problems must be solved first: another measurement than words per minute must be found; readability must be joined with readers' purposes and be less dependent on vocabulary, syllable and word counts; and a major breakthrough must occur in measuring comprehension beyond surface levels. (TJ)

ED 163 440 CS 004 549

Usova, George M.

Techniques for Motivating Interest in Reading for the Disadvantaged High School Student.

Pub Date-Oct 78
Note-6p.; Paper presented at the Annual Meeting of the International Reading Association Southwest Regional Conference (7th, Little Rock, Arkansas, October 5-7, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Disadvantaged Youth, *Motivation Techniques, *Reading Difficulty, *Reading Instruction, Reading Interests, Secondary Education, Student Attitudes, *Teaching Techniques

Many reasons may be offered to explain why the disadvantaged have little interest in reading. Among these are: attitudes inherent in the family, an inability to afford reading material, a failure to perceive practical value in reading, a limited experiential background that limits understanding, and a lack of interesting and meaningful reading matter available to students in school. Some techniques that may be helpful to teachers in motivating the disadvantaged to read are: reading silently while students read; reading aloud to students; setting paperback books on their desks; reading aloud to a climactic point and stopping; allowing students to act out reading material; establishing a classroom library; advertising reading through posters, book jackets, and slogans; and utilizing the newspaper as a medium for reading. (TJ)

ED 163 596 EA 011 073

Wherry, John H.
Building Public Confidence: How to Begin.
Pub Date-12 Jul 78
Note-12p.; Paper presented at the National School Public Relations Association National Seminar (25th, Portland, Oregon, July 1978)
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($14.00 includes paper and 5 transparencies)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, National Surveys, *Public Opinion, *Public Relations, *School Surveys
The speaker, Executive Director of the National School Public Relations Association, points out the need for school public relations people to conduct surveys in their communities to determine public opinion about the schools. Such surveys are a base from which to construct a public relations program. Included in the presentation are some highlights from research concerning results of public opinion polls conducted from 1938 to 1978. (Author/IRT)

ED 163 188 CE 018 325

Caillault, Pierre

Let's Talk about Foods. Food Facts for the Commercial Kitchen.

Atlantic County Area Vocational-Technical School, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-Oct 78
Note-223p.

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($7.50, plus postage)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Adult Vocational Education, Cooking Instruction, Equipment, Food, *Food Service, *Foods Instruction, Food Standards, Health Education, History, Hygiene, Instructional Materials, *Job Training, Postsecondary Education, Safety Education, Sanitation, Secondary Education, Vocational Education

This book is designed to provide related information to students in food trades. The material is presented in a series of brief paragraphs intended to stimulate discussion or elaboration of the information presented. Each page contains drawings to illustrate the information given. The book addresses the following subjects: (1) sanitation, health, and personal hygiene, (2) safety, (3) organization of commercial kitchens, (4) a glance at the history of food and food processing, (5) cooking tools and equipment, (6) vegetables, (7) dairy products, (8) other cooking staples, (9) herbs, spices, and condiments, (10) meats, (11) poultry, (12) fish, and (13) shellfish. The materials contain definitions, tips, guidelines, explanations, and general and specific information related to food and food preparation. An index is included. (CSS)

ED 163 246 CE 018 926

Vaughn, Paul R. McMillion, Martin B.

Salaries and Working Conditions of Agricultural Education Teachers in Virginia.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.
Spons Agency-Virginia Polytechnic Inst. and State Univ., Blacksburg, Coll. of Education Small Grant Program.; Virginia State Dept. of Education, Richmond.
Pub Date-Jun 78

Note-116p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agricultural Education, Questionnaires, Secondary Education, State Surveys, *Tables (Data), *Teacher Salaries, Teaching Benefits, *Teaching Conditions, Teaching Load, *Vocational Agriculture Teachers
Identifiers-*Virginia

The salaries and working conditions of agricultural education teachers in public schools in Virginia were studied. The sample consisted of all 390 agricultural education teachers employed during the 1976-1977 school year. A questionnaire was used to secure information. Findings for the typical teacher include the following: years of teaching experience are eleven; employment contract is on a twelve-month basis; salary range is from $11,000 to $12,000; health, medical, or life insurance is not received free; paid vacation is ten days or two weeks annual leave; travel is alloted at $475 and reimbursed at a rate of twelve cents per mile; the class load is five classes per day at fifty-five minutes each with sixteen students per class; twenty-nine minutes are allotted for lunch; in the area of continuing education payment is made for 114 hours of adult work; Future Farmers of America (FFA) chapter is advised; two extra duties are required, but three are actually performed; an average arrival time of 22.5 minutes before school is required; and the time spent at school after school dismissal is 22.2 minutes. (The questionnaire form is appended.) (JH)

ED 163 281 CE 018 968

Bauer, Ann

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-2: Evaluation Procedures for Local Programs.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-28p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, *Evaluation Methods, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Program Evaluation, School Districts, State Standards, *Teacher Education Curriculum, *Vocational Education
Identifiers-*California

This module on evaluation procedures for local programs is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) reviewing California requirements for vocational education programs; (2) verifying California standards in a district; (3) identifying evaluation data; and (4) review of concept development. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 299 CE 019 155

Young Anne McDougall

Students, Graduates, and Dropouts in the Labor Market, October 1977. Special Labor Force Report 215.

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date-Jun 78
Note-30p.; Not available in hard copy due to small print in the original document; For an earlier edition of this document (1975) see ED 137 662
Journal Cit-Monthly Labor Review; June 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age, Agricultural Occupations, Blacks, Caucasians, Census Figures, College Graduates, *Dropouts, *Employment Level, *Employment Statistics, Females, *High School Graduates, *High School Students, Industry, Job Market, Labor Force, Labor Force Nonparticipants, Labor Supply, Males, Occupations, Out of School Youth, Spanish Americans, Unemployment, Youth Employment
Identifiers-Current Population Survey

This article reports continuing increases in the youth labor force participation rate. The employment situation of workers aged sixteen to twenty-four is described as improved for the year ending October, 1977. The report states that the number with jobs rose by 1.1 million to 20.6 million. Also, the number of unemployed youth dropped by 280,000 over the year to 2.0 million, with the greatest decrease occurring among those not in school. Unemployment rates are described as relatively high for students and out-of-school youths. Blacks are reported to have much higher unemployment rates than whites. The article is supplemented by seventeen tables based on census data from the Current Population Survey. The tables provide information on the employment status of the civilian noninstitutional popuiation by school enrollment status, race, sex, and age (sixteen to thirty-four years old). Data is also presented for this population according to type of school and race. Other tables contain employment status figures for high school graduates, college graduates, high school and college dropouts, and persons of Spanish origin. Data is presented for the worker's occupation, industry, and class (self-employed or wage/salary worker). In addition, unemployment duration for persons enrolled in school, high school graduates and dropouts is depicted. Explanatory notes related to the tables are included. (CSS)

ED 163 347 CG 013 041

Myers, John
Characterization of the Aged in Literature.
Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 74
Note-23p.; For related documents see CG 013 036, CG 013 037, CG 013 038, CG 013 039, CG 013 040, CG 013 042, CG 013 043
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age, Bibliographies, Changing Attitudes, *Characterization, Gerontology, Instructional Materials, *Literature, *Older Adults, Physical Characteristics, Secondary Education, *Secondary School Students, *Senior Citizens, *Stereotypes, Teaching Guides
This educational program, designed for the secondary level, focuses on the characterization of the aged in literature. The overall purpose of the unit is to help destroy the popular mythology about aging. The average American has a highly distorted view of what it is to grow old and the characteristics of that process. This program has the specific objectives of promoting a more realistic view of aging and its effects upon the individuals, and helping students realize that authors often reflect in their works both personal and societal attitudes of the period in which they write. Content and/or procedures, instructional materials, and a selected list of novels, short stories, and dramas depicting life in the latter years are included. It is hoped that this educational program will provide the essential first step toward changing attitudes as a nation and solving the aging problem.
(Author/KA)

ED 163 395 CS 004 397

Hansen, Mogens

Interaction between Reading Test Results and Elementary Reading Programs.

Pub Date-Aug 78
Note-26p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978) ; Tables may be marginally legibvle due to print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Educational Diagnosis, Elementary Education, Foreign Countries, Reading Abi , Reading Consultants, Reading Difficulty, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research, *Reading Tests, Silent Reading, Teacher Participation, Teaching Methods, *Test Interpretation
Identifiers-*Denmark

Once a year, all children in grades two through four in the schools of a suburb of Copenhagen, Denmark, are administered silent reading tests. The test scores become the basis for an hour-long dialogue between the respective classroom teacher and a reading specialist. The focus of the dialogue is the improvement of instruction for each child, and therefore an attempt is made to alert the teacher to the interaction between reading development and instruction with the hope that future instruction will be arranged with a clearer view of individual needs. Results from the project show that the general reading progression within the school system has changed and that the number of children with reading problems has been reduced. (Author/FL)

ED 163 484 CS 204 554

Language Arts Teaching Guide, Level K.
Plano Independent School District, Tex.
Pub Date-Jun 76
Note-150p.; For related documents, see CS204554-556
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Auditory Perception, Educational Objectives, Instructional Materials, Kindergarten, *Language Arts, *Learning Activities, Primary Education, Reading Readiness, *Teaching Guides, *Teaching Techniques, Verbal Communication, Visual Learning

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this kindergarten teaching guide was developed in Plano, Texas, as part of an elementary series keyed to the reading, language, spelling, and handwriting books used in that district. Divided according to visual, auditory, and verbal skills, this guide lists objectives, district curriculum resources, and supplementary resources, and offers specific teaching ideas accompanied by illustrations of required visual materials. (MAI)

ED 163 508 CS 204 584

Liddell, Gordon F.
More Practical Problems of Group Teaching in SI.
Centre for Information on the Teaching of English, Edinburgh (Scotland).
Pub Date-Jun 77
Note-192p.; For related document, see CS204583; Pupil profiles may not reproduce well due to poor type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Creative Writing, *English Instruction, *Experimental Programs, Foreign Countries, Grouping (Instructional Purposes), *Group Instruction, Heterogeneous Grouping, Program Evaluation, Secondary Education, Secondary School Students, *Student Evaluation, Teacher Role, *Teaching Techniques, Writing Exercises
Identifiers-*Scotland
The second of a two-part discussion of an experimental program involving small group teaching in a mixed-ability secondary English class in Scotland, this report extends and investigates more deeply some of the problems not dealt with in the first part of the report. Specifically, it analyzes the modes of assessment possible in this form of class organization and discusses the role of the teacher in the group-teaching situation. Five appendixes contain a list of the texts used in the program, student poems and drawings, transcriptions of groups at work at various stages of the socialization process, a transcription of a group discussion, a copy of a short story used to stimulate student writing, and copies of the class's own short stories. (FL)

ED 163 554 CS 502 341

Hulbert, James H.
The Changing World of Telecommunications.
Pub Date-Nov 78
Note-12p.; Paper presented at a Seminar of the Broadcast Education Association (Washington, D.C., November 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Communication, *Broadcast Industry, Broadcast Television, Change Strategies, Communication Satellites, Information Systems, Mass Media, *Media Technology, News Reporting, Radio, *Technological Advancement, *Telecommunication, Video Equipment

The changes that are occurring at an accelerating rate in the field of technology can be both frightening and challenging to the broadcasting industry. Some recent developments that affect the field of communication include an information bank that makes it possible to collect and store years of publication issues and then, through computers, to present them in usable, instantly extractable form; and a system that delivers information directly to the consumer through electronic print that is readable on a glass screen. In addition, fiber optics (in which a strand of fiber wire no bigger than a human hair can deliver dozens of television programs) and satellites make cable television almost obsolete; video recording devices, video cassettes, and video games threaten the future of television viewing; and a computer connected to 56 FM radio stations can transmit information nationwide without disturbing the FM broadcast signal. Broadcasters can cope with and take advantage of this new technology if they view themselves as being in the business of marketing information and entertainment, take advantage of their position at the center of news and entertainment, invest and experiment in these new devices, and begin immediately to make these changes. (MAI)

ED 163 664 EA 011 210

Schmuck, Richard A. And Others
The Second Handbook of Organization Development in Schools.
Pub Date-77
Note-590p.; For a related document, see ED 071 167
Available from-Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, California 94301 ($16.95)
Document Not Available from EDRS.
Descriptors-Communication (Thought Transfer), *Communication Skills, Conflict Resolution, Decision Making, *Decision Making Skills, Elementary Secondary Education, Evaluation Methods, Objectives, *Organizational Development, *Planning Meetings, *Problem Solving, Theories, *Training Techniques
Identifiers-Goal Setting
Although written primarily for organizational specialists in school districts, this book is also addressed to school administrators, departments of education, students of educational administration, teachers, and organizational researchers. It is intended to help establish the organizational climates that nurture personal fulfillment and to create organizational norms and structures that promote personal freedom, understanding, responsibility, and social equity. Largely, each chapter and major section have been organized to be used independently. An update and revision of an earlier volume, this book differs from the previous one in having a more systematic and concisely stated theory, more information about diagnosis and evaluation, and more techniques for designing interventions. The first two chapters present theoretical background and techniques for diagnosing organizational situations. The next three chapters explain how to help organizational members clarify communication, set goals, and manage conflicts. The three following chapters explain techniques for solving organizational problems and improving decision-making. A chapter on macrodesign explains how to determine the overall theoretical structure and sequence of organization development activities. A chapter on microdesigning deals with logistical and methodological elements and specific training activities. The final chapters offer techniques for evaluating outcomes and actually institutionalizing organization development in schools. (Author/JM)

ED 163 709 EC 112 710

Yard, George J.

Exceptionalities of Children and Adults: A Modular Approach to Training Education Personnel.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 78
Contract-300-78-0023
Note-189p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Attitudes, Class Management, *Handicapped Children, Identification, Individualized Programs, *Inservice Education, Learning, *Teacher Workshops, Teaching Methods, Teaching Skills

The document presents an in-service training program/workshop for school personnel, on handicapped children and special education. The workshop is presented in modular form and consists of 8 submodules, lasting a total of approximately 10 hours. Submodules presented include terminology in special education, identification of handicapping conditions, introduction to values and attitudes as they relate to the handicapped students, management systems, learning methods, and matching learner characteristics with material characteristics. A list of supplemental material that can be used with the learning methods and materials modules is also provided. (DLS)

ED 163 170 CE 017 722

Miguel, Richard J.
Career Education Mini-Conferences. Project Performance Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 76
Grant-G007502298
Note-71p.; For related documents see ED 120 411, ED 129 983, and ED 114 586
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Career Education, *Conferences, Elementary Secondary Education, Federal Programs, *Participant Satisfaction, *Program Descriptions, *Program Evaluation
Identifiers-Education Amendments 1974, United States

Twenty-seven mini-conferences on career education in grades K-12 were conducted in three phases. Two hundred sixty-one participants, representing all fifty states, Puerto Rico, and the District of Columbia, attended the conference. Nine topical areas were considered as they apply to career education: teaching/learning process, evaluation, counseling, business/labor/industry involvement, parent involvement, handicapped students, female students, gifted and talented students, and minority students. Phase 1 examined these topics from the practitioners' viewpoint. Phase 2 considered implications for state coordinators of career education. Phase 3 examined the topics from a national perspective as conceptualizers and executive officers of national associations made suggestions and recommendations. In addition to the mini-conferences, four meetings regarding evaluation and data collection were held for the directors of federally funded career education projects. The conference participants were asked to complete a questionnaire regarding their perceptions of the outcomes of the conferences, suggestions for improvement, and issues in need of further investigation. Most of the participants mentioned that the greatest benefits they derived from the conferences were the innovative ideas on practice, administration, and involvement of groups other than educators in career education. (This report presents a summary of data extracted from the evaluation questionnaires completed by the conference participants.) (EM)

ED 163 225 CE 018 829

Selman, Gordon R.

Adult Education in British Columbia during the Depression. Occasional Papers in Continuing Education, Number 12.

British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Dec 76
Note-44p.; Not available in hard copy due to light print
Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($1.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Education Programs, Community Agencies (Public), Community Programs, Correspondence Courses, *Depressed Areas (Geographic), Drama, Educational Finance, *Educational History, Educational Opportunities, Federal Legislation, Federal Programs, Labor Camps, Library Services, Low Income, Night Schools, *Poverty Programs, Public Affairs Education, Recreational Programs, Self Help Programs, Technical Education, University Extension, Vocational Education
Identifiers-*Canada (British Columbia)

During the 1930s in Canada, the senior levels of government and local agencies initiated educational programs to help people cope with the distress and demoralization resulting from the depression. Programs originated in eleven major areas: technical-vocational education, night schools, relief camps, educational relief measures outside camps, self help, correspondence instruction, provincial recreation, university extension, community drama, library services, and public affairs. For example, in technical and vocational education the government provided aid to technical-vocational education, unemployment and agricultural assistance, and a youth training program. In summary, the depression stimulated an increase in both the amount and the range of adult education. (CSS)

ED 163 323 CG 013 008

Howes, Carollee Rubenstein, Judith

Peer Play and the Effect of the Inanimate Environment.

Pub Date-29 Mar 78
Note-17p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Child Development, *Child Rearing, Children, Day Care Services, *Environmental Influences, *Interaction Process Analysis, Interpersonal Relationship, *Peer Relationship, *Play, Research Projects, *Toys

Recent concern with the ecological context of childrearing has sparked research interest in the effects of children's environment on their behavior. This study describes toy availability and use in naturally occurring childrearing environments, and then examines relationships between these aspects of the environment and peer interaction. It was hypothesized that children who have greater access to large play equipment would have more frequent advanced peer interaction. Toddlers (N 40) were observed in daycare centers, and socially directed behaviors between toddlers and peers were time-sampled. Results indicate that high level interactive play is maintained by an inanimate environment which organizes space so that toddlers can focus on each other and respond to each other's actions on the physical environment without physically intruding. It is impled that peer interaction among toddlers appears to be context-specific, and that the inanimate environment also has to be defined in terms of spatial arrangements in which children may interact. (KA)

ED 163 371 CG 013 144

Roessler, Richard T. And Others
The Effects of Systematic Group Counseling on Work Adjustment Clients.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-May 76
Grant-16-P-56812-RT-13
Note-77p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adjustment (to Environment), *Behavior Change, *Communication Skills, *Group Counseling, Interpersonal Competence, *Personal Growth, Program Evaluation, *Rehabilitation Counseling, Research Projects, Self Esteem, *Vocational Adjustment
Programs that teach rehabilitation clients Personal Achievement Skills (PAS) were evaluated in regard to their use of group counseling techniques. Subjects were 43 young adult general rehabilitation clients who had completed an experimental training program in work adjustment. Clients were referred to the program for several reasons: deficiencies in basic skills, need for work tolerance, and behavior problems interfering with vocational training. The following variables were examined: (1) life perspective, (2) vocational functioning, vocational maturity, (3) goal setting, (4) orientation toward work, and (5) rated interpersonal and vocational functioning. A control group was also set up. Significant findings indicate that more gains in life perspective, vocational maturity, and goal attainment were reported by experimental trainees than by the control group. Program participants rated the PAS program as appropriate and well-organized. (Author/LP)

ED 163 418 CS 004 526

McClenathan, DayAnn

Tragic Themes in Children's Books: How Universal Themes of Death and Deprivation are Dealt with in Children's Books Today.

Pub Date-Aug 78
Note-24p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Childrens Books, *Childrens Literature, *Death, Elementary Education, Grief, *Tragedy

Thirteen children's books with tragic themes are discussed in this paper. The introductory section offers definitions of tragedy and melodrama and discusses the issue of the appropriateness of tragic themes in children's stories. Six books are then discussed in which child characters must try to deal with the death of a sibling, a parent, grandparent, or a friend; all the books are said to end with an affirmation of life. The remaining seven books that are examined encompass themes involving dissatisfaction with a character's life as it exists, due to such circumstances as the sadness of an aged grandparent, the abandonment of a friend by her mother, abandonment by one's own father, physical handicaps, and classmates' cruelty. (GW)

ED 163 441 CS 004 550

Anderson, Thomas H.

Another Look at the Self-Questioning Study Technique. Reading Education Report No. 6.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-400-76-0116; N00123-77-C-0622
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Autoinstructional Aids, Comprehension Development, Higher Education, *Independent Study, *Questioning Techniques, *Reading Comprehension, *Reading Research, Secondary Education, Student Opinion, Study Habits, *Study Skills

A review of the research on study techniques indicates that reading and generating questions from the material is an effective technique for ensuring better comprehension. Familiarity with a model of studying that divides studying into prereading, reading, and postreading provides one explanation for this effectiveness. In prereading, students clarify the purposes related to the study session. During reading, they go through a series of instructional episodes that include reading, a response-demand event, student response, feedback, and decisions on what to do next. In postreading, students employ strategies to enrich learning. The self-questioning technique provides guidelines for how to divide the reading material into small units, helps create a nontrivial response-demand event, and encourages students to test themselves on how well they know the material. Positive comments from students indicate that the technique is a guide, distinguishes the relevant from the trivial, and facilitates memory. Negative comments are that it is too time-consuming, the overall picture is sometimes lost, and students learn more than they need to know. Nevertheless, the technique can be a supporting activity used in a number of ways or the questions can be seen as an index to students' reading comprehension. (TJ)

ED 163 531 CS 502 307

Ruben, Brent D., Ed.
Communication Yearbook 2: An Annual Review.
Pub Date-78
Note-559p.
Available from-Transaction Books, Rutgers-the State University, New Brunswick, New Jersey 08903 ($24.95 cloth)
Document Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), Cultural Interrelationships, Health, *Information Systems, *Intercommunication, Interpersonal Competence, Learning Processes, *Literature Reviews, *Mass Media, Organizational Communication, Politics, Professional Associations, *Speech Communication
Identifiers-*Communication Research

This work provides a forum for the presentation of current, noteworthy studies conducted in the various domains of the communication field. It includes topical disciplinary reviews and commentaries, state-of-the-art overviews of subdivisions within the field, current research selected to represent the interest areas within communication, and an extensive index. The book is divided into nine sections: communication, information systems, interpersonal communication, mass communication, organizational communication, intercultural communication, political communication, industrial communication, and health communication. (FL)

ED 163 597 EA 011 074

Sorensen, Aage B.

The Organizational Differentiation of Students in Schools. Report No. 480-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Graduate School.
Pub Date-Feb 78
Grant-BNS-96-22943
Note-72p.; Paper presented at the National Invitational Conference on School Organization and Effects (San Diego, California, January 27-29, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Ability Grouping, *Academic Achievement, Educational Opportunities, Elementary Secondary Education, *Equal Education, Foreign Countries, Mathematical Models, Research Methodology, *Student Grouping
Identifiers-Great Britain

The deliberate assignment of students to groups, generally grades and classrooms, is an integral part of education in schools; in addition, tracks, streams, and ability groups are created in many educational systems. The resulting partitioning of students is referred to here as the organizational differentiation of students. The purpose of this paper is to analyze the consequences of various forms of organizational differentiation in regard to opportunities and achievements of students. Organizational differentiation may affect student outcomes through a number of mechanisms by creating career trajectories in a system and thus structuring educational opportunities; by creating different learning and social environments relevant for academic achievement and socialization; and by creating a set of signals about the competencies and likely futures of students relevant to the decision-making of teachers, parents, and students. The main proposal of the present paper is to recognize in future research that the organizational differentiation of students defines a structure of flows in an educational system. The processes that govern the flows are a far broader research topic than the isolated concerns for the existence of an origin bias in assignment or a learning effect of ability grouping. (Author/IRT)

ED 163 619 EA 011 099

Olivero, James L.

Looking at the Challenges of the Future. Providing for Tomorrow's Education Today.

Association of California School Administrators.; Collegial Assoc. for the Development and Renewal of Education, Parker, Colo.; Nueva Learning Center, Burlingame, Calif.
Pub Date-78
Note-131p.
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($5.00 members; $7.00 nonmembers; $5.50 for more than 10 copies)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Bibliographies, *Change Strategies, *Educational Change, Educational Planning, Elementary Secondary Education, *Futures (of Society), *Prediction, Relevance (Education),, *Social Change, *Technological Advancement

The purpose of this book is to give educators new ideas about events happening now that will undoubtedly have an impact on the future and will require major modifications in educational programs. The author synthesizes what he considers salient events and factors that are likely to influence the direction education will take. Chapters 1 through 3 discuss technological advances and other factors shaping the future; chapters 4 through 6 plot strategies for nurturing sufficient personal and group interest in the topics of the future. From the strategies suggested, personal energies can be drawn on to foster action. Or a group of people may be ready to try pilot programs in their schools based on findings from their studies. In this case, the third section of the book, chapters 6 through 8, will be most helpful. Chapter 8 and the appendices call attention to readings, media materials, human resources, and school district sites where the focus is on the future. (Author/MLF)

ED 163 686 EC 112 556

Rieth, Herbert J., Jr. And Others

A Model for Delivery of Services via Case Conference Process. LD Series

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007603628
Note-135p.
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($5.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Conceptual Schemes, Conferences, *Delivery Systems, *Educational Diagnosis, Educational Needs, Federal Legislation, *Individualized Programs, *Learning Disabilities, Mainstreaming, Models, Referral, *Student Evaluation, Teamwork
Identifiers-Education for All Handicapped Children Act

A model for the delivery of services to learning disabled children which provides procedures for services in the least restrictive environment through professional and parental participation is described. It is explained that the components of the model are the referral system, the case conference (where the decision is made regarding the necessity for services and the type of services, the number and type of personnel involved, and the environment where the services will be delivered), and the individualized educational plan (composed of program objectives, implementation procedures, and evaluation procedures). Included is a model individualized educational plan developed in accordance with the provisions in P.L. 94-142 (Education for All Handicapped Children Act). (BD)

ED 163 733 EC 112 786

Child Protection Center: Baton Rouge, Louisiana. Final Report.
Pub Date- 77
Contract-90-C-80
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Child Abuse, Community Resources, Intervention, *Neglected Children, *Program Descriptions, *Program Evaluation
Identifiers-Final Reports

The final report details activities of a 3-year child abuse and neglect program which provided community and professional education about child abuse as well as treatment services (individual counseling, crisis intervention, medical care, and homemaking services). Implementation pproblems and operation issues (including staff turnover and the use of volunteers) are cited. Progress toward six project goals (such as the coordination of community-wide child abuse services) is summarized; project management and worker satisfaction are discussed; and client data is analyzed in terms of client flow, client characteristics, and quality of case management. A final section of the report addresses the project's impact on the community. (CL)

ED 163 757 FL 009 752

von Raffler-Engel, Walburga Rea, Catherine

The Influence of the Child's Communicative Style on the Conversational Behavior of the Adult.

Pub Date-Aug 78
Note-24p.; Paper presented at the International Congress for the Study of Child Language (1st, Tokyo, Japan, August 7-12, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, *Child Language, Children, Communication (Thought Transfer), *Language Development, Language Research, Language Styles, *Literature Reviews, Nonverbal Communication, *Parent Child Relationship, *Psycholinguistics, Speech Communication, Verbal Development

The effect of children on adult language has only recently received serious consideration in the fields of linguistics, psychology, education, pediatrics and anthropology, although the importance of parental behavior for the language development of the child is universally recognized. This paper presents a review of the literature on children's verbal and non-verbal behavior, dating from the early 40's to the present. A brief critical reaction is given in each review indicating the specific contribution of each study. A bibliography is appended. (AMH)

ED 163 264 CE 018 951

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-7: Student Organizations.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-26p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Organization, Performance Based Teacher Education, Program Development, Public Relations, *Student Organizations, *Teacher Education Curriculum, *Vocational Education

This module on student organizations is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) importance of student organizations; (2) organization of student organizations; (3) how to organize and develop student organizations; (4) how to develop a program of activities for student organizations; and (5) chapter public relations. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 463 CS 204 462

Thorn, William J.

Frederic Hudson's Nineteenth Century Critics and the Research Agenda for Press Historians of the 1980's.

Pub Date-Aug 78
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Book Reviews, *Historiography, *Journalism, Literary Criticism, Negative Attitudes, *Newspapers, News Reporting, Press Opinion, Reference Books, Research Needs, United States History
Identifiers-*Hudson (Frederic), *Journalism History

Although Frederic Hudson's Journalism History in the United States from 1690 to 1872,'' the first major survey of American journalism, has been a major reference since its publication in 1873, an examination of book reviews that appeared in the New York press following the book's publication reveals surprisingly sharp criticisms of the book that raise questions about Hudson's accuracy. The reviewers found that Hudson had been inaccurate in omitting a number of significant journalists, in overemphasizing the New York Herald'' (for which he was managing editor) as the exemplar of contemporary journalism, and in repeating gossip. They further found that Hudson had a misconception of /the press of his time, overemphasizing the newsgathering role and underemphasizing the analytical editorial role, criticisms that raise questions about the conventional conception of the post-Civil War press. The reviewers' fundamental criticism of the book was that it lacked any historical or philosophical conception of the press around which it might have been organized. Finally, the critics found Hudson's writing style slovenly and reflective of Herald'' newspaper copy. The critics' views suggest that despite its commercial success the Herald'' was not considered a positive model but a negative one by a number of other newspapers, suggesting new lines of research for journalism historians. (GW)

ED 163 485 CS 204 555

Language Arts Teaching Guide, Level I.
Plano Independent School District, Tex.
Pub Date-Jun 76
Note-283p.; For related documents, see CS204554-556
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Education, Instructional Materials, *Language Arts, *Language Skills, *Learning Activities, *Reading Skills, Study Skills, *Teaching Guides, *Teaching Techniques

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this level one teaching guide was developed in Plano, Texas, as part of an elementary series keyed to the reading, language, spelling, and handwriting books used in that district. The guide is organized according to vocabulary, word attack skills, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills, and each page lists objectives, pertinent textbook sections, supplementary resources, and specific teaching ideas. The teaching ideas are accompanied by illustrations of required visual materials, and career information is included when it applies to individual objectives. (MAI)

ED 163 576 EA 011 014

Chapter 622: A Guide for Administrators.
Massachusetts State Dept. of Education, Boston.
Pub Date- 77
Note-107p.; For a related document, see ED 114 598; Not available in paper copy due to small print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Guides, *Administrator Role, Admission (School), Adoption (Ideas), *Affirmative Action, Checklists, Civil Rights Legislation, Cocurricular Activities, Elementary Secondary Education, Grievance Procedures, Guidance Programs, Inservice Education, Nondiscriminatory Education, Personnel Policy, Scholarships
Identifiers-*Education Amendments 1972 Title IX, Massachusetts, *Massachusetts Chapter 622

Massachusetts's Chapter 622 and U.S. Title IX regulations both prohibit discrimination by educational institutions. This guide is designed to assist administrators, particularly in Massachusetts, in complying fully with the spirit and letter of these regulations. The guide is divided into thirteen chapters, seven of which use parallel format to cover application of the regulations and compliance techniques to seven specific program areas: admissions, curriculum, guidance, extracurricular activities, scholarships and awards, inservice education, and personnel practices. Other chapters deal with the role of the 622/IX coordinator, annual requirements, complaints and grievances, systemwide planning, organizational dynamics, and resource usage. Five basic practices are encouraged through all these chapters: thorough planning, the involvement of staff at all levels, careful strategy development, research on new educational directions that can be developed through implementation of the regulations, and full utilization of the 622/IX coordinator. Pertinent regulations are summarized at the beginning of each chapter, and all chapters are provided individual tables of contents to permit easy assess to specific information sought by the user. The suggestions provided for compliance activities and techniques are synthesized from practice in schools throughout Massachusetts. (Author/PGD)

ED 163 644 EA 011 125

Ballis, June And Others
New Handbook for School Communication.
National School Public Relations Association, Austin, Tex.; Texas Education Agency, Austin.
Report No.-ADB-402-10
Pub Date-78
Note-74p.; Texas Council of Communications assisted with preparation of guide
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Board of Education Policy, *Communications, *Communication Skills, Community Attitudes, Community Surveys, Guidelines, Interschool Communication, Listening, Mass Media, *Master Plans, News Media, News Writing, Occupational Information, *Organizational Communication, Public Opinion, *Public Relations, Responsibility, *School Community Relationship
Identifiers-Texas
This handbook, the successor to the original published in 1973, is designed to help boards of trustees and administrators strengthen both their internal and external communications programs. Key points to be considered by each school board as it develops its own communication program and specific job requirements are outlined. A four-step communication developmental process is presented that includes commitment, assessment, master plan, and responsibility. The characteristics of newspapers and radio-television are discussed in a section about the news media. Some successful Texas community-school district rapport measures are summarized, as are some techniques that have worked in communicating with special audiences minority group parents, parents of handicapped children, and parents of disadvantaged children. In the final section are workable ideas and the steps necessary to bring them about. Included are how to pass a bond issue, communicating with community newcomers, and crisis communication. The appendices contain examples from Texas school districts of subjects covered in the text policy statements, job descriptions, an administrative outline for a community survey, and condensed case studies of successful community involvement techniques. (Author/MLF)

ED 163 206 CE 018 515

A Report of the Governor's Conference on Technical-Vocational Education. (Austin, Texas, February 15-16, 1977).

Texas Advisory Council for Technical - Vocational Education, Austin.
Pub Date-Jun 77
Note-82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adult Education, Advisory Committees, Career Choice, Conference Reports, *Conferences, Delivery Systems, Educational Accountability, *Educational Assessment, *Educational Development, Educational Finance, *Educational Needs, Information Systems, Parenthood Education, Special Education, State Action, State Aid, State Programs, Student Attitudes, Teacher Attitudes, *Vocational Education, Workshops
Identifiers-*Texas

This report summarizes the proceedings of the Governor's Conference on Technical-Vocational Education in Texas, which was held (1) to provide a public forum on vocational, technical, adult, and manpower education; (2) to assess developments in these areas since the 1973 Governor's Conference; (3) to examine key issues related to the funding, delivery, and evaluation of vocational programs; to the development of a data and an information system for vocational education; to the use of advisory committees; to serving the needs of adults, disadvantaged, and handicapped persons; to soliciting and using student viewpoints; and to parenthood education; and (4) to determine appropriate actions and develop recommendations to insure that vocational-technical programs will meet the needs of the state's work force and economy. Part I gives the texts of the keynote addresses which stressed the need for commissions to study both public education and vocational education in Texas, while part II summarizes the nine conference workshops which provided for discussion of the key issues. These workshop descriptions include the opinions of participating students who voiced concern about the relevancy of education; the public awareness of voc-ed programs; the blending of academic and voc-ed experiences; and the need to increase student job placement services in an effort to decrease youth unemployment. In part III are lists of conference exhibitors, participants, and members of the advisory council. (ELG)

ED 163 348 CG 013 042

Randall, Phillip

A Course of Study on Aging for High School Students.

Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 75
Note-24p.; For related documents see CG 013 036, CG 013 037, CG 013 038, CG 013 039, CG 013 040, CG 013 041, CG 013 043
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age, Changing Attitudes, *Demography, *Gerontology, *High School Students, Human Development, Instructional Materials, *Older Adults, Secondary Education, *Senior Citizens, Stereotypes, Teaching Guides

This course syllabus for high school students is divided into two parts. Part I focuses on an introduction to gerontology, and Part II on demographic aspects of aging. Course objectives include the following: (1) to develop student comprehension of the demographic data of aging; (2) to develop knowledge of the basic psychology of aging; (3) to develop understanding of the basic social and physical aspects of aging; (4) to develop knowledge of the economics of aging; and (5) to develop student initiative through individual projects related to gerontology. Content objectives focus upon an examination of current theories and concepts about aging, an understanding of the older person, a modification of attitudes and correction of misconceptions about stereotypes of aging, and an understanding of total life span development. (Author/KA)

ED 163 396 CS 004 411

McLeod, John

Psychometric Identification of Children with Learning Disabilities.

Saskatchewan Univ., Saskatoon. Inst. of Child Guidance and Development.
Pub Date-Jan 78
Note-86p.; Best copy available
Available from-Institute of Child Guidance and Development, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0 ($6.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Achievement Tests, *Cognitive Measurement, Educational Diagnosis, Elementary Secondary Education, *Identification, Intelligence Level, *Learning Disabilities, *Predictive Measurement, *Psychometrics, Special Education, Underachievers

Rational, defensible guidelines for use in identifying learning disabled children would assist in determining the most efficient use of diagnostic expertise, in specifying learning disabled populations for research purposes, and in assuring equity in the provision of diagnostic and remedial services. One commonly accepted symptom of learning disability is a discrepancy between a child's scores on an intelligence measure and on measures of educational achievement. However, many formulae that purport to indicate such discrepancies have proven arbitrary. A psychometric approach to defining learning disability recognizes that if the correlation is known between an intelligence test and an educational achievement test, it is possible to predict an individual's achievement level from the measured level of intelligence. It is also possible to estimate the error of this prediction. The assessment of an individual's measured intelligence level is itself subject to an error that can be estimated, as can the error of assessed achievement level. By consolidating the compounded errors, the statistical significance of the difference between the individual's predicted and measured achievement can be estimated. If the difference between the two is such that it could not be the result of chance, then the individual should be regarded as potentially learning disabled. Appendixes contain data from a computer program used to generate cut-off levels of achievement for students of different IQ levels, illustrative tables, and a discussion of the derivation of the formula used to define the discrepancy between predicted and measured achievement. (Author/FL)

ED 163 665 EA 011 311

Educational Programs That Work: A Resource of Exemplary Educational Programs Developed by Local School Districts and Approved by the Joint Dissemination Review Panel in the Education Division of the Department of Health, Education and Welfare. Fifth Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-300-77-415
Note-272p.; For related documents, see ED 130 456, ED 149 441, and ED 152 698
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Alternative Schools, Art Education, Bilingual Education, Career Education, Communication Skills, *Demonstration Programs, Early Childhood Education, Educational Administration, *Educational Programs, Elementary Secondary Education, Environmental Education, Health Education, Learning Disabilities, Mathematics Education, Migrant Education, Physical Education, *Program Descriptions, Reading Programs, Special Education, Validated Programs, Vocational Education
Identifiers-National Diffusion Network Programs

This catalog is intended to make successful programs and practices available so that interested school districts may adapt and install their key elements. All programs were approved by program offices within their funding agencies and often by state education agencies. All were then carefully scrutinized for quality by the Joint Dissemination Review Panel of the Department of Health, Education, and Welfare. All programs demonstrated convincing evidence of effectiveness. Many programs are products of the National Diffusion Network. Each entry includes a description of the project, target audience, results, implementation requirements, financial requirements, services available, and contact person. The programs discussed here include those dealing with alternative schools; bilingual and migrant education; career or vocational education; early childhood/parent readiness/parent involvement; experimental education; organizational arrangements/training/administration; reading/language arts/math; special education/learning disabilities; arts, communications skills, and technology; and health, human behavior, physical education, and multiple talent development. This annual catalog includes up-to-date information on all programs that were described in previous editions and over 20 additional programs. The appendix offers several listings of state coordinators of federally funded programs who may be able to assist local schools through technical assistance with new educational practices. (Author/JM)

ED 163 710 EC 112 711

Higgins, Paul C.

Encounters Between the Disabled and the Nondisabled: Bringing the Impairment Back In.

Pub Date-Sep 78
Note-21p.; Paper presented at the Annual Meeting of the American Sociological Association (73rd, San Francisco, California, September 4-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Aurally Handicapped, *Communication Problems, *Handicapped, *Social Relations, *Stereotypes

Presented at the 73rd Annual Meeting of the American Sociological Association in 1978, the paper analyzes the often awkward and confusing interaction between the deaf and the hearing, as it relates to the impact of the handicap and its accompanying limitations on social interaction. Those factors causing strain in encounters between the deaf and the hearing are examined, along with coping strategies used by both parties. It is concluded that encounters between the disabled and nondisabled cannot be fully understood by appealing to stigmatization; rather, the impact of the impairment itself must be understood. (DLS)

ED 163 189 CE 018 335

Sticht, Thomas G. And Others

Job-Related Reading Tasks: Teaching Marginally Literate Adults to Read. HumRRO Professional Paper 10-78.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-Department of the Army, Washington, D.C.
Report No.-HumRRO-PP-10-78
Pub Date-Oct 78
Contract-DAHC-19-73-C-004
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Basic Education, Adult Literacy, *Adult Reading Programs, *Aural Learning, Blacks, Caucasians, Economic Factors, Educational Background, Elementary Education, Employment Opportunities, Employment Qualifications, Functional Illiteracy, Illiterate Adults, *Job Skills, Job Training, Language Skills, Listening Comprehension, *Literacy Education, Methods Research, National Surveys, Reading Comprehension, Reading Readiness, *Reading Skills, Remedial Reading Programs, Work Experience
Identifiers-Auding, United States

Two separate research reports are presented in this paper. In the first report, we have identified through literacy research three sets of job-related reading tasks for adults: (1) those involved in getting a job, (2) those concerned with learning a job, and (3) those concerned with doing a job. National surveys have indicated that the black, poor, and undereducated (the primary adult basic education population) do poorly on task 1 skills, such as reading employment ads. Evidence suggests that job training might produce job-specific reading skills and permit marginally literate persons to function more adequately in task 3 (on-the-job) skills than their reading score might predict. In the second research report, we have employed a model of stages involved in the child's acquisition of reading skills. The model emphasized primacy of language before reading and the fact that reading is built upon language competency. One competency aspect is auding, the ability to comprehend spoken language. A confirmation of the model is that third, fourth, and fifth-grade students have been found to comprehend better by auding than by reading. Marginally literate young men have typically been found to be low in language and reading skills. One research implication is that adult basic education reading training should be based first on what students comprehend by auding. (CSS)

ED 163 247 CE 018 930

Advisory Committees in Career Education: Function, Organization, Meetings, Maintenance.
Oregon State Dept. of Education, Salem.
Pub Date-78
Note-70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Activities, Administrator Guides, *Advisory Committees, *Career Education, Elementary Secondary Education, Guidelines, Institutional Role, Leadership Responsibility, *Maintenance, *Meetings, *Organization, Postsecondary Education, Program Coordination, Program Improvement, Program Planning, Records (Forms)

This publication offers guidelines for establishing and operating advisory committees for career education, elementary grades through community college. Each of the four chapters included in this guide contains key concepts and step-by-step checklists. Focusing on the functions of the advisory committee, chapter 1 discusses the following topics: reasons for establishing an advisory group; role of advisory council for total school programs; role of advisory committee for individual career programs; roles of supportive school personnel; and defining what type of group is needed. Chapter 2 focuses on the organization of advisory committees and discusses their functions with school administration; obtaining support for an advisory committee; developing a working membership; and establishing advisory committees. Chapter 3 presents important information related to advisory committee meetings and includes such topics as elements of a good meeting; how many meetings are necessary; planning the agenda; and evaluation and follow-up. Some of the topics discussed in the final chapter on maintenance are orientation of members; long-range planning; outside assignments; recognition; and revitalizing old committees and/or ineffective ones. Several related materials are appended, such as an organization checklist, roles and responsibilities of committee officers and members, a sample constitution of an advisory committee for career education, sample agendas, evaluation forms, and a sample letter of appreciation. (BM)

ED 163 282 CE 018 969

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-3: Introduction to Research Procedures in Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-25p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Data Analysis, Data Collection, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Research Methodology, Research Skills, Research Tools, *Teacher Education Curriculum, *Vocational Education

This module providing an introduction to research procedures is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) research, a scientific method; (2) elements of a research report; (3) sources and utilization of research literature; (4) analysis of descriptive, experimental, and historical research and (5) data gathering tools of research. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 324 CG 013 009

Rogers, George W., Jr. McCann, Thomas W.
Therapists: Who Are They and What Do They Do?
Pub Date- 75
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Counselor Characteristics, Counselor Qualifications, *Helping Relationship, Professional Personnel, Psychological Services, *Psychologists, *Psychotherapy, State of the Art Reviews, *Therapists
This article is primarily written for beginning therapists, paraprofessionals, and interested students. The following questions are discussed: (1) Who are therapists?; (2) What do therapists do?; (3) Why do people become therapists?; and (4) What are the characteristics of "good" therapists? The continuum of therapists is examined, ranging from the professional to the amateur. Positive and negative reasons for becoming a therapist are explored, as well as the potentially helpful and/or harmful results of therapy. The list of the characteristics of the "good" therapist is drawn from a variety of schools of thought, in accord with the paper's generally eclectic theoretical orientation. (Author/KA)

ED 163 372 CG 013 146

Gill, Stephen Joel

Searchlight: Relevant Resources in High Interest Areas. Group Guidance.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-400-78-005
Note-81p.; Parts of abstracts may not reproduce clearly
Available from-ERIC/CAPS, 2108 School of Education, the University of Michigan, Ann Arbor, MI 48109 ($2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Counselor Role, Elementary School Counselors, *Group Guidance, *Guidance Services, Literature Reviews, Program Descriptions, *Program Development, Secondary School Counselors

This information analysis paper, based on a search of the ERIC data base, presents an in-depth analysis of current topics in group guidance. A variety of group guidance models are discussed, then issues and trends resulting from their implementation are analyzed. Implications are stated for further development of group approaches to guidance services. The effects of this aspect of guidance on counselors is also discussed. The second part of this document contains an extensive list of journal article and document abstracts on this topic, all gleaned from the ERIC system. (Author/BP)

ED 163 419 CS 004 527

Payne, Sandra S.

Reading Ease Level of D.C. Fire Department Written Materials Required for Entry-Level Job Performance.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.
Pub Date-Aug 76
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Evaluation Methods, Fire Fighters, Instructional Materials, *Job Skills, Occupational Information, Occupational Tests, *Readability, *Readability Formulas, *Reading Level, *Verbal Communication
Identifiers-*Flesch Reading Ease Formula

On the assumption that the verbal complexity of written examination materials used to select personnel for a job should be similar to the verbal complexity of materials that must be read and understood on the job, the Flesch Reading Ease Index was applied to samples of the reading materials required for successful entry-level job performance in the Washington, D.C. Fire Department (DCFD). The use of the Flesch formula results in a single numerical index ranging from 0 to 100 that estimates the relative reading-ease level of written material. The higher the index, the easier the material it describes. A committee of three entry-level firefighters participated in the study, which analyzed only those materials actually necessary to their job performance. Results showed that the index for the required materials was 44, a level described as difficult'' and indicating a junior college educational level. (Five appendixes contain lists of the required written material for the entry-level firefighters, the sampling plan for the study, results of a DCFD study involving a simplified Flesch Reading Ease Index, the counting instructions packet for the Flesch formula, and the raw data compilation and computation sheet for the study.) (FL)

ED 163 486 CS 204 556

Language Arts Teaching Guide, Level II.
Plano Independent School District, Tex.
Pub Date-Jun 76
Note-311p.; For related documents, see CS204554-556
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Education, Instructional Materials, *Language Arts, *Language Skills, *Learning Activities, *Reading Skills, Study Skills, *Teaching Guides, *Teaching Techniques

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this level two teaching guide was developed in Plano, Texas, as part of an elementary series keyed to the reading, language, spelling, and handwriting books used in that district. The guide is organized according to vocabulary, word attack skills, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills, and each page lists objectives, pertinent textbook sections, supplementary resources, and specific teaching ideas. The teaching ideas are accompanied by illustrations of required visual materials, and career information is included when it applies to individual objectives. (MAI)

ED 163 509 CS 204 585

Busterna, John C.

Ownership, CATV, and the Quality of Local Television News.

Pub Date-Aug 78
Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cable Television, *Commercial Television, Expenditures, *News Reporting, *Programing (Broadcast), Questionnaires, Surveys, *Television Research
Identifiers-*Ownership

More than 500 television news directors were surveyed in a study of the effects of three factors multiple ownership of stations, newspaper crossownership, and cable television use on the quality of local news programing. For purposes of the study, "quality" was defined in terms of expenditures for news programing (greater expenditures generally are used for a larger or more experienced news staff, more or better news gathering equipment, or a greater amount of time devoted to broadcasting news). Data were obtained from a mail questionnaire sent to the news directors of all commercial, network-affiliated television stations in the continental United States. An analysis of the data revealed that neither of the two ownership types had an adverse effect on the quality of local television news. Increased cable use, however, was associated with a slight decrease in news quality. (Appendixes contain copies of the questionnaire and secondary analyses of the data.) (FL)

ED 163 532 CS 502 308

Chu, Godwin C.
Communication, Social Structural Change, and Capital Formation in People's Republic of China. Paper No. 9.
Hawaii Univ., Honolulu. East-West Center.
Pub Date-Jun 74
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Capital, *Communication (Thought Transfer), Communism, *Economic Development, Foreign Countries, Information Theory, *Mass Media, *Social Change, *Social Structure
Identifiers-*China, *Communication Research
Focusing on economic development in the People's Republic of China beginning at the eve of the communist takeover, this monograph analyzes the ways and patterns in which mass media and interpersonal communication were used to change economically relevant social structures in the interclass confrontation and the part these patterns played in the process of capital formation. Topics covered are: social structural change, including land reform, the "Wu Fan" movement, and the socialist transformation; and surplus value and investment, specifically production increase campaigns and restricted consumption. (FL)

ED 163 555 CS 502 342

Beverly, Robert E. Young, Thomas J.
The Effect of Mediated Camera Angle on Receiver Evaluations of Source Credibility, Dominance, Attraction and Homophily.
Pub Date-Apr 78
Note-16p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiences, College Students, Communication (Thought Transfer), *Credibility, *Film Production, Higher Education, Identification (Psychological), *Media Research, *Production Techniques, *Role Perception, *Television, Video Equipment
Identifiers-*Audience Response
Two hundred forty college undergraduates participated in a study of the effect of camera angle on an audience's perceptual judgments of source credibility, dominance, attraction, and homophily. The subjects were divided into four groups and each group was shown a videotape presentation in which sources had been videotaped according to one of four camera-angle treatments: high, eye-level, low, and exaggerated low. After viewing the presentation, the subjects completed questionnaires designed to measure source credibility, dominance, attraction, and homophily. The results indicated that camera angle does affect receiver perceptions of sources. Specifically, the findings suggested that high camera angles produce more submissive evaluations of sources while low angles provide more positive evaluations. Perceptions of dominance, however, did not adversely affect a source's credibility or attraction. (FL)

ED 163 620 EA 011 100

The Best of the Best of ERIC. Volume 2.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-123p.; For individual chapters of this document, see EA 011 101-120; For a related document, see ED 136 325
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 ($6.50 prepaid)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Advisory Committees, Alternative Schools, *Annotated Bibliographies, Basic Skills, Communication Skills, Community Schools, Declining Enrollment, Discipline, Drug Education, *Educational Administration, Elementary Secondary Education, Literature Reviews, Organizational Climate, Parent School Relationship, Performance Based Education, Public Relations, Reduction in Force, School Budget Elections, Staff Improvement, Suspension, Teacher Evaluation, Team Administration, Volunteers
Identifiers-Back to Basics, Leadership Effectiveness, Parent Evaluation of Schools

Intended for use as a reference volume by elementary and secondary school administrators, this annotated bibliography is divided into 20 chapters, each containing summaries of from 11 to 18 documents and journal articles (indexed in ERIC) on a topic of current interest to school administrators. The materials annotated were selected to give the reader a good idea of the major issues and proposed solutions in each of the 20 areas. (PKP)

ED 163 734 EC 112 801

Polansky, Norman A. And Others
The Apathy-Futility Syndrome in Child Neglect: An Urban View. Final Report.
Pennsylvania Univ., Philadelphia. School of Social Work.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Grant-90-C-442
Note-91p.; Some print is faint and may not reproduce well in hard copy
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Child Abuse, Child Rearing, Exceptional Child Research, Family Problems, Family Relationship, Intervention, *Neglected Children, *Public Opinion, *Rating Scales, *Social Class, Student Evaluation, *Urban Areas
Identifiers-Final Reports

The final report of a child abuse/neglect program involving 46 white families in urban Philadelphia reviews differences found between neglectful and control parents in parental personalities, life histories, and in styles of adaptation associated with child neglect. Four papers are appended, comprising the bulk of the report. Appendixes focus on the following topics: the development and field testing of the Childhood Level of Living Scale, a measure of how well a child is being cared for; class orientations to child neglect; public opinion and intervention in neglect; and the isolation of the neglectful family. (CL)

ED 163 758 FL 009 804

Strasheim, Lorraine A.
Latin Education: Adapting the Textbook Pub Date-78
Note-63p.; Parts may not reproduce clearly due to colored background
Available from-Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, Indiana 47401 ($.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Classroom Materials, Grammar, Instructional Aids, *Instructional Materials, *Language Instruction, *Latin, Latin Literature, *Material Development, Pronunciation Instruction, Secondary Education, Second Language Learning, Syntax, Teaching Guides, Teaching Methods, Textbook Content, *Visual Aids
Some general planning information for Latin language courses includes tips on (1) coverage in the textbook; (2) supplementing the textbook; and (3) combined or multi-level classes, which includes independent study, special interest courses, rotating levels and split-period approaches. Some specific considerations are given for the text "First Year Latin," by Jenney, Scudder, and Baade. The teaching materials included in this guide are designed to offer help to the classroom Latin teacher by: (1) making a series of suggestions for each chapter to provide some options to be considered by the teacher in planning for instruction; (2) providing some ready-made materials for the Latin teacher who has multiple daily preparations; and (3) presenting teachers with some ideas that may get their own ideas flowing. These learning aids are intended to be used as overhead transparencies and can either be traced onto acetate or can be sent through a photocopy process to make permanent transparencies. (NCR)

ED 163 226 CE 018 871

Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Fourth Year's Program Fiscal Year 1978 Funding).
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Note-51p.; Not available in hard copy due to reproducibility problems. For related documents see ED 114 586, ED 120 411, ED 132 284, and ED 149 051
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Choice, *Career Education, Disadvantaged Youth, Educational Improvement, Educational Methods, *Educational Programs, Exceptional Child Education, Federal Aid, *Grants, Information Dissemination, Minority Groups, Projects, Sex Stereotypes, Teacher Education
Identifiers-Education Amendments 1974
This booklet contains a record of the following projects: (1) twelve designed to effect incremental improvements in K-12 career education, (2) ten designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education, (3) thirty designed to demonstrate the most effective methods and techniques in career education for the handicapped, gifted and talented, and minority and low income youth, and for reducing sex stereotyping in career choices, (4) twenty designed to demonstrate the most effective methods and techniques for the training/retraining of persons for conducting career education programs, and (5) fifteen designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public. Under each category are listed the state and project number, grant or contract number and Office of Career Education team, project director and organization, project title, and amount of federal funding. (CSS)

ED 163 300 CE 019 159

McCall, James A., Comp.
Handbook of Labor Statistics 1977. Bulletin No. 1966.
Bureau of Labor Standards (DOL), Washington, D.C.
Pub Date-77
Note-383p.; Not available in hard copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-02065-1)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age, Blacks, Caucasians, *Census Figures, Cost Indexes, Demography, Economic Factors, *Employment Statistics, Females, Foreign Countries, Income, Industrial Relations, Injuries, *Labor Force, Labor Force Nonparticipants, Labor Unions, Living Standards, Males, Minority Groups, Occupational Diseases, Occupational Information, Productivity, Statistical Data, Unemployment, Unit Costs, Wages, Working Hours
Identifiers-*United States

This handbook contains statistics on the employment status of the population: the personal, occupational, and other characteristics of the employed, the unemployed, and persons not in the labor force. The statistics are obtained from a selected sample of the population which is intended to represent the noninstitutionalized civilian population. Information is presented about the employment status of each member of the sample population household, sixteen years of age and older. The data are grouped under economic subject matter headings and without regard to the surveys or other sources from which the information was developed. Tables are contained under the following major headings: labor force, employment, unemployment, hours, productivity and unit labor costs, compensation, prices and living conditions, unions and industrial relations, occupational injuries and illnesses, foreign labor statistics, and general economic data. In general, each table presents data covering the 1967-1976 period. Technical notes describing major statistical programs and identifying the tables derived from each program precede the tables. (CSS)

CG

ED 163 442 CS 004 551

Seifert, Mary, Comp.
Graduate Programs and Faculty in Reading. Third Edition.
International Reading Association, Newark, Del.
Pub Date-78
Note-357p.; Indexes may reproduce poorly due to small type
Available from-Order Department, International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 928, $6.50 member, $9.00 non-member)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Degree Requirements, Directories, *Graduate Professors, *Graduate Study, Higher Education, *Program Guides, *Reading Instruction, *Reading Programs, *Teacher Education

More than 300 graduate reading programs in the United States and Canada are listed in this book. The programs are arranged alphabetically by state, with Canadian institutions listed separately. The programs within each state or province are then arranged alphabetically by institution. Each listing provides the name and address of the program director, a program overview, degrees offered by the institution, the number of students enrolled in the graduate program, application procedures, tuition fees, financial assistance available, and the name, rank, area of specialization, and percentage of time spent in the reading program for each faculty member working in the program. The volume concludes with a faculty index. (FL)

ED 163 464 CS 204 464

Kroll, Barbara

Learning and Acquisition: Two Paths to Writing.

Pub Date-78
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), Educational Theories, English Instruction, Higher Education, *Language Development, *Language Research, *Learning Processes, *Performance Factors, Psycholinguistics, Second Language Learning
Identifiers-*Composition Process, Monitor Theory

Second language learning research suggests the existence of a theoretical device (a monitor) that can examine an utterance for grammaticality and appropriateness. The monitor theory gives insight into the process that native language speakers follow in learning to write their own language. The monitor can be developed consciously (learning) or unconsciously (acquisition) just as various aspects of writing are developed unconsciously while other aspects are learned. Studies indicating that students who have writing experience and students who read a lot are better writers than are other students imply that a combination of learning and acquisition is at work in making a good writer. Good writers also tend to spend more time writing, rewriting, and rereading their essays than poorer writers, implying that they are referring to a monitoring device. The composition class should be a place for monitor-building (learning) and for acquisition as students become able to utilize both these channels on the path to production. (TJ)

ED 163 598 EA 011 075

Holloway, William H.

Multi-Level Process Analysis: An Alternative Technique for Modeling and Systems Simulation.

Pub Date-Apr 77
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977) ; Several figures may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Management Systems, Methods, *Models, Networks, *Symbols (Mathematics), Systems Analysis
Identifiers-*Multilevel Process Analysis

The purpose of this paper is to propose the combined use of distinct symbol sets to conduct multilevel process (MLP) analysis and to discuss the application of the technique through a case study example. In turn, consideration is given to the meaning of process analysis, the existent technology of representation, proposed new developments, and suggestions for future research. Throughout, the contention is argued that MLP analysis is an important technique for theoretical formulation, process codification, communication, and the practice of administration insofar as that includes the functions of planning, scheduling, coordination, and evaluation of organization effort. As contrasted with systems analysis and network analysis, process analysis concentrates on one particular component of a system (process) and is concerned with only the first two of four steps of network analysis system identification, system representation, system validation, and system experimentation. In the course of the discussion, analysis and MLP are differentiated and a variety of examples are examined as a means of achieving common ground for interpretation and estimates of current practice in process modeling. (Author/IRT)

ED 163 687 EC 112 614

Isenstein, Vivian R. Krasner, William
Children at Risk.
National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.
Report No.-DHEW-ADM-78-724
Pub Date-Jan 78
Grant-MH-24152
Note-25p.; Parts may be marginally legible due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00763-3)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Problems, Emotionally Disturbed, Exceptional Child Research, Identification, *Intervention, Prediction, Preschool Education, *Program Descriptions, *Surveys
Identifiers-*At Risk (For Handicap), *Vermont Child Development Project
The booklet examines findings from the Vermont Child Development Project (VCPD) concerning the identification of and intervention with preschool children at risk for behavior disorders. It is explained that the VCPD includes epidemiological surveys, high risk family studies, intervention studies, and a follow-along survey. Provided is an example of a comparative developmental risk profile. Justification for early intervention with high risk children is given, and the six modes of intervention used at VCPD are described. Among potential problems cited in working with at risk children are lack of parent cooperation, worker resistance to research methods, and the multiplicity of some children's problems. (CL)

ED 163 711 EC 112 712

Guide for Organizing and Operating Programs for the Mentally Gifted and Talented.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-78
Note-41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Curriculum, *Gifted, Individualized Programs, Program Administration, *Program Guides, Psychological Testing, *Talented Students, Talent Identification
Identifiers-*Pennsylvania

The document presents guidelines for organizing and operating programs for the mentally gifted and talented in the state of Pennsylvania. Aspects covered include admission criteria; initial identification/referral; individual psychological testing; program organization and scheduling; curriculum and the individualized education program; facilities, instructional materials, equipment, and supplies; personnel; supervision; and program evaluation. (DLS)

ED 163 171 CE 017 737

Regional Coordination and Support Program for Career Development. Final Project Performance Report.

Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007502399
Note-457p.; Not available in hard copy due to faint print in original document; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Adult Education, *Career Education, Community Involvement, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation Methods, *Faculty Development, Fused Curriculum, Information Dissemination, Inservice Teacher Education, Needs Assessment, Occupational Information, *Program Development, *Program Evaluation, Program Guides, Program Improvement, Program Planning, *Regional Planning, Technical Assistance
Identifiers-Education Amendments 1974, Michigan

To provide coordination and technical assistance through a regional approach to local Michigan school districts, a career education implementation project was conducted based on the following nine sub-goals: (1-2) the development and infusion of career education activities into the existing curriculum by teachers and counselors; (3) staff participation in inservice programs; (4) development and implementation of community-involvement strategies; (5) utilization of needs assessment and goal-setting processes; (6) development of a sequential K-Adult curriculum plan; (7) development of an occupational information system; (8) development of an evaluation plan; and (9) facilitation through model planning efforts and supportive planning inservice. Based on these sub-goals, thirty-five objectives were identified. Seven Michigan career education planning districts participated in the project. Each planning district was responsible for at least one objective in each of three sub-goal areas. It was found that 78% of the objectives were successfully accomplished and that many planning districts were providing more services than required. Although achievement testing was included in the evaluation plan, the achievement related to career education required the development and use of criterion-referenced tests, which were generally open-ended type items. This did not permit the usual statistical analyses and comparisons; however, results indicated that both the experimental and control groups improved in achievement. (A career education planning district manual is appended.) (BM)

ED 163 207 CE 018 527

Creatively Gifted Students in Vocational Education, 1977-78. Final Report.

Glassboro State Coll., N.J. Dept. of Industrial Education and Technology.

Pub Date-78
Note-66p.; Not available in hard copy due to light print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Course Objectives, Creative Development, *Creativity, Creativity Research, *Creativity Tests, Curriculum Development, Educational Objectives, *Gifted, Identification, Learning Activities, *Problem Solving, *Program Development, Program Guides, Program Proposals, Secondary Education, Talented Students, Teacher Seminars, Teaching Guides, *Vocational Education

This project was undertaken to develop programs for gifted/talented students in vocational education. The primary considerations were to investigate methods to identify highly creative students and to develop a curriculum model to nurture creativity. A seminar on creativity was held at Glassboro State College for the purpose of assisting in the development of gifted/talented programs in New Jersey. The seminar participants were divided into four task force sessions. Each task force was asked to respond to several questions, materials, and items. At the end of the day, a general session was held and a spokesperson for each group reported their deliberations. Specific recommendations for gifted programs resulted from these exchanges, and a guide to assist schools in beginning a program was developed. The guide included a number of details concerning a rationale, guiding principles, considerations unique to vocational school, underachievers, parent groups, creativity assessment instruments, problem solving, a format for developing curriculum materials and a number of problems for gifted students. (The complete guide is included in this document along with a program proposal for teaching gifted/talented students in vocational education; the proposal includes course rationale, objectives, and topical outline.) (Author/CT)

ED 163 265 CE 018 952

Bain, William

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-1: Fiscal Management of a Vocational Education Program.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-22p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Financial Policy, Higher Education, Learning Activities, Learning Modules, *Money Management, Objectives, Performance Based Teacher Education, Policy Formation, Program Administration, Program Planning, School District Spending, *Teacher Education Curriculum, *Vocational Education
Identifiers-California

This module on fiscal management of a vocational education program is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) district policies and vocational goals and objectives; (2) annual program planning; (3) descriptive tables; and (4) application, entitlement, and reimbursement. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 325 CG 013 010

Smith, Cathleen L.
Training Prosocial Behavior in Preschool Children.
Spons Agency-Portland State Univ., Oreg.
Pub Date-78
Grant-563
Note-22p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Children, *Modeling (Psychological), Observational Learning, Preschool Education, *Prompting, *Prosocial Behavior, Research Projects, Role Models, *Social Development, *Social Reinforcement, Teaching Techniques, *Training Techniques

In a single case study which incorporated a reversal within a multiple-baseline-across-subjects design, two women presented individual children (N 3) with eight natural-appearing opportunities to behave prosocially in each session (two opportunities each of helping, sharing, teaching, and sympathy). The training procedure involved a standardized package consisting of modeling, an instructional prompt, and praise. Results indicated that during four training sessions, all children increased their rate of prosocial responding over baseline levels. A reversal session dropped the average level of responding from 91% to 54%. On the fifth and final training session, all children responded on 100% of the prosocial opportunities. A final two days of baseline produced a gradual return to the original pretraining levels in two subjects, but the third subject continued to respond on 75% of the prosocial opportunities through the final baseline session. These results demonstrate the efficacy of a technique for reliably increasing the prosocial behavior of young children. It is straightforward and simple to administer in natural situations such as home and school. Adults can take advantage of naturally-occurring opportunities to demonstrate, prompt, and reinforce children's sharing, helping, teaching and sympathetic behavior. (Author)

ED 163 349 CG 013 043

Jones, Joan And Others
Curricular Considerations for the Elementary Schools.
Spons Agency-Ohio State Commission on Aging, Columbus.
Pub Date- 75
Note-26p.; For related documents see CG 013 036, CG 013 037, CG 013 038, CG 013 039, CG 013 040, CG 013 041, CG 013 042
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Age, Annotated Bibliographies, Changing Attitudes, *Curriculum Development, Elementary Education, Human Development, *Inservice Teacher Education, *Instructional Materials, Models, *Older Adults, Resource Materials, Senior Citizens, Stereotypes, Teaching Guides
This guide first discusses the process of aging and how it can become a curricular inclusion within Ohio elementary schools. Possibly because the aged are becoming more visible and because a number of changes in attitudes and values may be occurring rather rapidly in some areas, a new look is being taken regarding the study of aging, with the result that some new approaches to the area of study are emerging. One of these involves the role formal education might play in assisting the individual's growth toward well-being and self-fulfillment, not only in the early years of life but also in the post-maturational phases. Suggestions are made for in-service teacher education on aging. Broad goals are offered as guidelines for curriculum construction, along with specific objectives. Resource materials and implementation procedures are included. (Author/KA)

ED 163 487 CS 204 557

Gantz, Walter
The Routes Not Taken: A Look at the Long Term Impact of Roots.''
Pub Date-Aug 78
Note-20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, *Behavior Change, *Changing Attitudes, Followup Studies, *Race Relations, Social Attitudes, Social Change, *Television Research, *Television Viewing
Identifiers-Genealogy, Media Effects, *Roots
Of 219 people interviewed within a week of the broadcast of the miniseries Roots,'' 104 people were reinterviewed one year later to determine the program's long-term effects, including its perceived and experienced impact on race relations in the United States and its stimulation of viewers to search for their own roots/heritage and to read the book Roots.'' Results indicated that respondents tended to attribute long-term positive interracial outcomes to Roots,'' feeling that the program improved race relations by providing a keener sense of understanding, knowledge of, and respect for blacks in the United States; few respondents felt that Roots'' worsened race relations. These perceptual and cognitive shifts, however, were not matched by behavioral changes in any of the investigated areas; despite initial expectations, few respondents in the followup had detected any changes in their own behaviors with people of other races, had actively sought to discover their own roots, or had read the book version of Roots.'' One explanation for the lack of long-term behavioral changes is that anticipated changes may have been minimized by a communication environment that returned to normal'' after heightened interest in Roots'' waned and that no longer placed a premium on altering one's interactions with people of other races, reading the book, or searching for one's roots. (Author/RL)

ED 163 577 EA 011 045

Chambers, D. N. And Others

SANS: A System for Determining the Accomodation Needs of Schools. Report No. C 198.

Royal Inst. of Public Administration, Reading (England). Local Government Operational Research Unit.
Pub Date-Nov 74
Note-34p.; Some figures may be illegible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Class Size, *Computer Science, Curriculum, Elementary Secondary Education, Foreign Countries, School Organization, *School Planning, School Schedules, *Space Utilization, Student Teacher Ratio, *Systems Approach
Identifiers-*Great Britain

As school organizations become more complex, the task of designing schools becomes more difficult. Not the least of the problems is determining the teaching spaces required. This report describes a new method of determining teaching accommodation needs from a statement of the school curriculum. Central to the method is a computer-based system of evaluating a school's curriculum in terms of the accommodation it requires. The system requires three main types of information. The first consists of lists of data describing work stations, group sizes, and subjects. The second is a statement of the curriculum and the third a statement of the administrative and social organization of the school. Some examples of the system are given. (Author/MLF)

ED 163 645 EA 011 126

Report of an Investigation into the Possibilities for Educational Development in Rhodesia-Zimbabwe After a Political Settlement.

Pub Date-Apr 78
Note-80p.
Available from-Professor Norman Atkinson, Department of Education, University of Rhodesia, P.O. Box M.P. 167, Mount Pleasant, Salisbury, Rhodesia (3 pounds sterling)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Community Leaders, *Educational Attitudes, Educational Philosophy, *Educational Planning, *Educational Policy, Elementary Secondary Education, Faculty, Foreign Countries, *Futures (of Society), Guidelines, Higher Education, Political Issues, *School Integration
Identifiers-*Rhodesia

A group of senior faculty members of the University of Rhodesia initiated a study of attitudes to education among certain influential sections of opinion within the country and the implications for future educational planning. The study began with the interviewing of selected witnesses with interests in educational policy from among the political parties, agriculture, industry, the professions, the trade unions, and other influential groups. The intention was to identify and examine focal attitudes and aspirations, rather than to attempt any statistical analysis of opinion regarding education through the population as a whole. A second stage in the study consisted of the holding of group discussions with educational and other groups to examine certain key questions that had emerged from the interview stage. Finally members of the faculty conducted a series of discussions among themselves, supported by pertinent data from Rhodesia and other developing countries. As a result of the discussions among faculty members, certain principles and general guidelines were formulated as likely to form an effective basis for future educational development in this country. (Author/MLF)

ED 163 759 FL 009 805

OMLTA Workshop Booklet, 1978-1979.
Ohio Modern Language Teachers Association, Columbus.
Pub Date-78
Note-32p.; reproduced from best copy available
Available from-Ohio Modern Language Association, 225 E. Broad St., Box 2550, Columbus, Ohio 43216 (free).
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, Demonstrations (Educational), Educational Methods, Games, Instructional Materials, Language Enrichment, *Language Instruction, *Learning Activities, Secondary Education, *Second Language Learning, *Teacher Workshops, *Teaching Methods

This booklet is a guideline to those interested in the Ohio Modern Language Teachers Association Workshops. Outlined are the membership policies, responsibilities of the local workshop director, guidelines for selecting consultants, site selection, publicity guidelines, and OMLTA workshops and consultants. A complete description of each workshop is given, arranged alphabetically by workshop title, with name, address, and phone number of the consultants. The titles are: (1) Bringing the Bullfight to the Classroom; (2) Can't We Get Some Decent Basic Materials to Work With?; (3) Careers in Foreign Language; (4) Counseling Skills Workshop for Language Teachers; (5) Creating Interdisciplinary Mini-Units; (6) Directing Conversation in the Classroom; (7) Effective Use of Visual Materials in Foreign Language Teaching; (8) Games and Gimmicks for the Latin Classroom; (9) Games in the Classroom; (10) Learning Centers in the Foreign Language Classroom (Make it-Take it); (11) The Living Classroom: Life Skills in the Classroom''; (12) Metric Shock; (13) Music and Dance in the FL Classroom; (14) Oral Learning Activities in the Foreign Language Classrooms; (15) Oral Testing; (16) Putting Language in its Place - Teaching Culture in the Classroom; (17) The Scenery Then the Skit: FL Conversation; (18) Small Group Activities in the FL Classroom; (19) Teacher-Made Materials Any Teacher Can!; (20) Teaching Culture and Expanding the Text Inexpensively; (21) Teaching English as a Second Language; and (22) Teaching Literature. (NCR)

ED 163 373 CG 013 147

Riggs, Ron C.
Searchlight: Relevant Resources in High Interest Areas. Evaluation of Counselor Effectiveness.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-400-78-005
Note-86p.; Parts of abstracts may not reproduce clearly
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Certification, *Counseling Effectiveness, Counselor Educators, *Counselor Evaluation, Counselors, *Evaluation Methods, Literature Reviews, Practicums, Self Evaluation
This information analysis paper, based on a search of the ERIC data base, deals with methods of evaluating counselor effectiveness. A review of the literature summarizes research concerning counselors and counselor educators, and suggests implications for both groups. Issues and trends for practitioners include certification and licensing; counselor role; accountability; personality and evaluation; counselor self-evaluation; process evaluation; and client-consumer evaluation. Those for counselor educators include interview skills; the practicum; and program evaluation. The second part of this document contains an extensive list of journal article and document abstracts on this topic, all gleaned from the ERIC system. (Author/BP)

ED 163 397 CS 004 434

Schwartz, Judy I.
Dialect and Learning to Read.
Pub Date-Aug 78
Note-25p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Beginning Reading, *Black Dialects, *Child Language, Elementary Education, *Nonstandard Dialects, *Reading Instruction, *Reading Research, Teaching Methods

Dialects have features of vocabulary, grammar, and pronunciation that distinguish them from other varieties of a language; they exist in all languages and occur when members of one group communicate more among themselves than they do with speakers of another group. Black English vernacular (BEV) is a fully formed linguistic system with its own rules of syntax and pronunciation and should not be considered an unworthy approximation of standard English. Although linguists have viewed use of BEV as a deficiency, it has never been demonstrated that a dialect has a significant effect on school achievement except when school personnel's attitudes toward dialects have contributed to poor performance. Of the four alternatives used in teaching reading to dialect speakers (teaching the child to speak standard dialect and then beginning reading instruction in standard dialect, using instructional materials written in the nonstandard dialect, allowing the child to translate materials written in the nonstandard dialect into the indigenous dialect, or using the language experience approach), empirical data do not specifically support the use of any one over the others. Emotional and social factors appear to be more significant than linguistic factors in affecting the school performance of nonstandard dialect speakers. (TJ)

ED 163 420 CS 004 528

Comprehension through Active Processing: A Set of Interactive Instructional Models.

New York State Education Dept., Albany. Bureau of Reading Education.
Pub Date- 78
Note-84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Cloze Procedure, *Comprehension Development, Elementary Secondary Education, Interaction, *Learning Modules, Linguistics, *Process Education, Questioning Techniques, *Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Processes, Reading Skills

This booklet provides teachers with models for interactive reading activities that reflect an awareness of comprehension as a complex mental and linguistic process rather than as a hierarchy of mechanically applied subskills. The instructional strategies represent a combination of insights presented in recent research with those gained through practical classroom experience. The strategies are: open-ended and student-generated questioning to sharpen focus; using key words as semantic, syntactical, and relational cues; using the cloze procedure in predicting and confirming relationships among cues; categorizing as a process for organizing information; modeling concept attainment; and summarizing and paraphrasing. Many of the model activities stress oral and written activities such as retelling, summarizing, condensing, and expanding on meanings that help students to organize and verbalize understandings gained through active processing. (FL)

ED 163 510 CS 204 586

Dvorak, Jack

Secondary School Newspaper Adviser's Job Satisfaction: A Factor in Press Freedom.

Pub Date-Aug 77
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Censorship, Communication (Thought Transfer), *Educational Research, *Faculty Advisors, Freedom of Speech, *Job Satisfaction, Journalism Education, Principals, *School Newspapers, Secondary Education, Surveys, *Teacher Administrator Relationship, Teacher Certification
Identifiers-Missouri

High school journalism advisers and principals in Missouri responded to questionnaires designed to discover the relationship between job satisfaction for journalism advisers and freedom of expression permitted in the school newspaper. The responses of 88 pairs were used to allow for a study of the adviser/principal relationship as it pertained to the job satisfaction of the adviser. Job satisfaction scores of the advisers were compared with scores on their perception of communication conditions with the principal, the types of news the principal allowed to be printed, the topics allowed, the overall censorship situation, and whether or not the advisers were certified to teach journalism. The job satisfaction scores were then compared to corresponding principals' scores in areas of symbaditic communication and to principals' rankings of their own management styles. The conclusions were that job satisfaction relates significantly to censorship, communication conditions, certification, and symbaditic communication. (TJ)

ED 163 533 CS 502 310

Rahim, Syed A.
Communication and Rural Development in Bangladesh. Case Study No. 3.
Hawaii Univ., Honolulu. East-West Center.
Pub Date-Jun 76
Note-65p.; Small print may be marginally legible
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Communication (Thought Transfer), Developing Nations, Foreign Countries, Program Descriptions, *Rural Development, *Social Change
Identifiers-*Bangladesh
This monograph outlines the trends of rural development communication in Bangladesh and places the processes of communication in the Comilla Rural Development Project in a broad historical perspective. In this way, it relates rural development communication to the larger framework of cultural and political change within the country. Five sections contain discussions of the changing patterns of communication and culture, the Community Development and Basic Democracies Program in East Pakistan, the Comilla program, and communication within that program. (FL)

ED 163 556 CS 502 343

Avery, Robert K. And Others

The Effect of CATV on the Composition and Viewing Patterns of Public Television Audiences.

Pub Date-Nov 78
Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adults, *Cable Television, *Public Television, Surveys, *Television Research, *Television Viewing, Viewing Time

Interviews with 900 people provided data about the impact of cable television on public television viewing. The subjects came from three matched samples, each containing 300 homes drawn from the same geographic area of Salt Lake City, Utah, differing primarily in their subscription/access to cable television (homes with cable television, homes with access to cable lines but not connected to the cable system, and homes immediately beyond the coverage pattern of the cable system). Although the interview responses suggested that cable viewers perceive their viewing to be different from that of noncable viewers, actual viewership and knowledge of programs failed to reveal any significant differences. If anything, the cable viewers watched slightly more public television than comparable households without cable. Awareness of existing public television offerings and identified program preferences were relatively uniform across all three samples. These results indicate that the effect of cable television on the composition and viewing patterns of public television audiences is negligible. (RL)

ED 163 621 EA 011 101

Advisory Committees.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-5p.; Chapter 1 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrator Role, *Advisory Committees, Annotated Bibliographies, *Citizen Participation, Citizens Councils, *Community Involvement, Elementary Secondary Education, *Parent Participation, Parent School Relationship, *School Community Relationship
This chapter of "The Best of the Best of ERIC," Volume 2, contains 14 summaries of documents and journal articles on citizen advisory committees, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as the role of the school administrator (particularly the building principal), how to obtain and maintain citizen involvement, roles and functions, and problems and pitfalls. (PKP)

ED 163 735 EC 112 803

Efird, Cathy M.

Demographic Analysis and Planning for the Future. No. 13.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Aug 78
Note-11p.; DD Themes and Issues: A Series of Topical Papers on Developmental Disabilities
Available from-DD/TAS, Region IV, Suite 300 NCNB Plaza, Chapel Hill, North Carolina 27514 ($0.75)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Data Analysis, Data Collection, *Demography, *Developmental Disabilities, *Futures (of Society), *Prediction, Problem Solving, Program Planning, Research Methodology, *Trend Analysis

The basic sources and types of demographic data available for future planning for the developmentally disabled are reviewed and a frame work for data organization is suggested. It is explained that future forecasts may be undertaken by the following principles: trend forecasting or extrapolation; scenario construction; models, games, and simulations; and collection and synthesis of expert opinion. The following types of demographic data characteristics are identified: physical characteristics; morbidity; economic characteristics; social characteristics; and population dynamics. Data limitations are discussed and the problem determinants of human biology, environment, health care organization, and life style are described. The application of methodology to problems relating to developmental disabilities is explained, and the process of drawing conclusions from existing data is examined. (BD)

ED 163 712 EC 112 713

Saint-Martin, Philippe
International Round Table on the Theme How the Handicapped Are Presented to the General Public''. Final Report.
Pub Date-Jun 77
Note-20p.; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Conference Reports, *Handicapped, International Organizations, *Normalization (Handicapped), *Social Attitudes, *Socialization
Identifiers-*United Nations
In summarizing the United Nations' International Round Table on the Theme How the Handicapped Are Presented to the General Public,'' held in 1977, the paper presented as the final report of the Round Table discusses the question of how to present the image of handicapped people to the public in such a way as to foster their maximum integration into society. (DLS)

ED 163 190 CE 018 341

Crittenden, John F. Massey, Romeo M.

Florida's Vocational Curriculum System: Issues in Statewide Curriculum Development.

Pub Date-Mar 78
Note-52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
Available from-Romeo M. Massey, 3712 Forsythe Way, Tallahassee, Florida 32308 (Free)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, Career Education, Curriculum Design, *Curriculum Development, Field Studies, *Information Dissemination, *Instructional Design, Instructional Materials, Models, Needs Assessment, *Performance Based Education, Resource Allocations, Statewide Planning, Systems Approach, Task Analysis, Trade and Industrial Education, *Vocational Education
Identifiers-*Florida, *Vocational Technical Education Consortium States

This report describes the Florida Vocational Division's efforts to increase the quality, validity, transportability, and availability of curricular materials through use of performance objectives; establishment of a curriculum laboratory; adoption of systematic models for instructional design; and establishment of a diffusion/dissemination system. Section I is an introduction to the material. Section II discusses the early efforts to develop valid catalogs of objectives and the subsequent organization of the Vocational-Technical Education Consortium of States (V-TECS). Section III contains four models for curriculum laboratories considered by the Division and describes the model that was adopted. Section IV describes the systematic procedures used in instructional development and presents profiles on six projects that utilized those procedures. Data from curriculum projects in career education, activity-based instruction, automotive mechanics, employability skills, and nursery operations are compared in terms of need assessment, target population, objectives, resource allocation, field tests, and diffusion and dissemination. Section V details the procedures used by the Division to establish a dissemination/diffusion system designed to facilitate the acceptance and installation of products designed to enhance student achievement. Section VI presents summary observations and conclusions, describing the present Florida curriculum development system. Flow charts and a bibliography are included. (Author/CT)

ED 163 227 CE 018 899

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Health Occupations. Final Report.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-96p.; Not available in hard copy due to thin type. For related documents see CE 018 900-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, Comparative Analysis, Educational Needs, *Health Occupations, Health Occupations Education, Job Analysis, *Job Skills, *Occupational Clusters, Postsecondary Education, Surveys, *Task Analysis

An analysis of competencies practiced by seventeen health occupation groups was conducted to determine the extent to which commonality existed in job activities. (The groups include accredited records technician, aide/orderly, dental assistant, dental hygienist, dental lab technician, dietetic technician, licensed practical nurse, medical assistant, medical lab assistant, medical lab technician, nuclear medical technician, occupational therapist, operating room technician, orthopaedic physician's assistant, radiological technician, registered nurse, respiratory therapist.) Competencies for health occupations for which job entry preparation is available in community colleges were obtained from a literature review, professional associations, and health occupation education programs. The competencies from all sources were combined into a comprehensive single listing for distribution to a sample of 4,075 Iowa and upper midwest area health employees. Approximately 250 persons in each group were given the 720-item survey. They were asked to indicate the nature of each competency they practiced (skill or understanding), the frequency of practice, and the type of training needed to become proficient. The number of competencies common to all seventeen occupations was relatively small: twenty-five of a final 718 items. However, within smaller groups of occupations, extensive levels of common competencies existed. It was also found that a broad range of prior health occupations employment was reported by respondents for given occupations and that a diversity of responsibilities existed within selected occupational job titles. Recommendations drawn as a result of the study were that health occupation educators and instructional designers could utilize the findings to modify current delivery systems and emphasis on content. (Survey results are available for each of the seventeen groups see CE 018 900-916.) (Author/JH)

ED 163 248 CE 018 935

Burrows, Ann, Ed.
Common Core Curriculum for Vocational Education. Proceedings, California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-Feb 76
Note-54p.; For related documents see CE 018 936-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Core Curriculum, *Curriculum Development, Curriculum Evaluation, Educational Trends, Higher Education, Learning Modules, *Performance Based Teacher Education, *Teacher Education Curriculum, *Vocational Education, Workshops
Proceedings of the first of three workshops held in conjunction with the development of thirty-four core curriculum modules for vocational teacher education are presented. The bulk of this document consists of four workshop presentations given by J. Robert Warmbrod. In the first address, "National Issues and Trends in Vocational Education," emphasis is given to the relationship between the major trends and issues in general education and those in vocational education. Also stressed is the need for teacher educators to have a clear perspective on the purposes of vocational education. In the second presentation, "Analysis of Common Core Components of Management Approach to Teaching Consumer and Homemaking Education (MATCHE)," the results of an analysis of the MATCHE curriculum are outlined. In "Development and Use of Instructional Modules," basic ideas on teaching and learning upon which the development of modules should be based are given. Finally in "Summary of Workshop," the major purposes of the workshop, specific tasks which were to be accomplished, the process which was used, and the outcomes are outlined. Appended are the following: workshop agenda; results of module identification; list of modules to be developed; original MATCHE module format; Common Core Curriculum Format; workshop evaluation sheet; and a list of the names of the workshop participants. (Proceedings of the other workshops are CE 018 936-937; the core curriculum modules developed are CE 018 938-971.) (JH)

ED 163 283 CE 018 970

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-4: Research Design in Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-31p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Nonparametric Statistics, Performance Based Teacher Education, *Research Design, *Statistical Analysis, Statistics, *Teacher Education Curriculum, *Vocational Education

This module on research design in vocational education is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) introduction to statistics properties of data and measures of central tendency; (2) correlation and prediction; (3) laws of probability and strategies of inferential statistics; (4) hypothesis testing parametric statistics; and (5) hypothesis testing nonparametric statistics. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 443 CS 004 552

Hatcher, Thomas C., Ed. Erickson, Lawrence G., Ed.
Indoctrinate or Educate?
International Reading Association, Newark, Del.
Pub Date-79
Note-65p.
Available from-Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711 (Order No. 120, $2.50 member, $3.50 non-member)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Authors, *Censorship, Childrens Literature, Cultural Factors, Educational History, Educational Objectives, Elementary Secondary Education, *Evaluation Criteria, Parent Role, Publishing Industry, *Reading Material Selection, *School Community Relationship, Social Factors, State Church Separation, *Textbook Evaluation, *Textbook Selection

The articles in this monograph address issues educators face in selecting and adopting reading textbooks for use in a pluralistic society. Part one deals with the educational and sociological parameters of reading material selection. Michele M. Fomalont comments on the nistorical perspectives of material selection and then relates this to present sociological contexts. Thomas C. Hatcher links selection and adoption to the question, "What are the primary purposes of education?" Part two offers author and publisher perspectives on the subject. Adrienne Jones, an author, suggests that censorship is a distinct danger. Jo M. Stanchfield offers standards for selecting children's books, and Robert F. Baker examines the controversy from a publisher's viewpoint. Part three contains parent and educator outlooks. Nell J. Segraves details her role as a parent involved in legal efforts to have schools present both secular and sacred viewpoints; Thomas C. Hatcher presents guidelines for making curricular decisions in a pluralistic society; and Lawrence G. Erickson describes practices used to maintain cooperation and understanding between parents and educators. Part four deals with textbook adoption criteria and procedures. Erickson and Fomalont suggest that materials be selected on the basis of school and community goals, and Elaine Lohr describes an example of one school district's selection proceedings. (FL)

ED 163 465 CS 204 497

Romanow, W. I. Soderlund, W. C.
The Southam Press Acquisition of The Windsor Star'': A Case Study of Change.
Pub Date-Aug 77
Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Change, *Content Analysis, Editorials, Foreign Countries, Information Sources, *Journalism, *Newspapers, *News Reporting, Political Attitudes, *Press Opinion
Identifiers-Canada, *Ownership
To investigate changes attendant upon the 1971 transfer of ownership of The Windsor (Ontario) Star'' from an independent owner to Southam Press Limited, owner of several Canadian newspapers, a content analysis was conducted of newspapers from the four-year period of independent ownership and the four-year period of Southam Press ownership surrounding the date of the transfer. Approximately 40 issues from each year were analyzed. All editorials and features on the editorial and opinion-editorial pages were examined with respect to area of interest, source of content, and direction of partisan political commentary. Editorial cartoons, letters to the editor, and front page lead stories were also examined. Among the major conclusions were that the change of ownership has not resulted in change in area of interest in any consistent pattern; that there has been a significant increase in the use of Canadian, rather than United States, sources in both front page leads and feature materials; and that more politically-oriented editorial and feature content is now being presented. The results suggest that the chain-ownership question cannot be dealt with adequately by the divergent hypotheses (socially desirable or undesirable) evident in the literature, but that the changes may be evaluated positively or negatively, depending on one's view of the role of a newspaper in a community. (GW)

ED 163 578 EA 011 046

Braun, Susan Groom, Kenneth N.

Application of Critical Path Analysis to Design and Administrative Procedures. Report No. S.11.

Royal Inst. of Public Administration, Reading (England). Local Government Operational Research Unit.
Pub Date-Nov 69
Note-19p.; Parts may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Problems, *Critical Path Method, Elementary Secondary Education, Foreign Countries, *Networks, *Operations Research, Scheduling, *School Construction, School Planning, Tables (Data)
Identifiers-*England

The various tasks that have to be undertaken before the construction of a new school can begin are complex. In Great Britain, the Local Government Operational Research Unit was asked by Northumberland County Council to examine how delays in the preconstruction period might be reduced. A detailed analysis was made of nine school building projects on which construction had been scheduled to begin in the 1964/65 program. The results of the study showed that by using critical path analysis a technique developed in the early days of operational research the time between receipt of the central department's approval for a new school and the signing of the building contract could have been reduced by at least 10 percent. This report describes the main features of the technique and shows how it can be used to control the early stages of school building projects. (Author/MLF)

ED 163 666 EA 011 328

Kohut, Sylvester, Jr. Range, Dale G.
Classroom Discipline: Case Studies and Viewpoints.
National Education Association, Washington, D.C.
Pub Date-79
Note-113p.
Available from-NEA Publications Order Department, Academic Building, Sawmill Road, West Haven, Connecticut 06516 ($5.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Case Studies, *Class Management, Classroom Communication, *Discipline, Discipline Policy, Discipline Problems, Educational Research, Elementary Secondary Education, Guides, Misbehavior, Student Teacher Relationship

This guide is designed for both preservice and inservice teachers concerned about classroom management and discipline as they relate to learning. The case studies and illustrations included are actual real-life situations observed, recorded, documented, and contributed by teachers, administrators, and paraprofessionals throughout the country in kindergarten through senior high school. The case studies represent problems and issues common to urban, suburban, and rural school districts and school personnel. Possible solutions to problems are offered, although no single best course of action is insisted upon. Theory and research findings that relate to classroom discipline are also included. The basic purpose of the text is to provide a practical guide for understanding and improving classroom communication in order to improve discipline. (Author/JM)

EC

ED 163 688 EC 112 616

Parham, Jerry D. And Others

How to Implement and Maintain an Individual Program Planning System: A Guide to Training and Evaluation. Revised Edition. Manual.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.; Social and Rehabilitation Service (DHEW), Washington, D.C.; Texas State Dept. of Mental Health and Mental Retardation, Austin.
Pub Date-77
Grant-16-P-56819/6; Available from-Research and Training Center in Mental Retardation, Texas Tech University, Lubbock, Texas 79409 ($2.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, *Developmental Disabilities, *Individualized Programs, Instructional Materials, *Management Systems, Program Evaluation, *Program Planning, Staff Improvement, Teacher Education, Training Techniques

The manual (part of the training package, Individual Program Planning with Developmentally Disabled Persons'', IPP) presents suggestions for administering training in individual program planning and for maintaining the IPP system. Discussed are the contents of the IPP training package, descriptions of the six training sessions, policies for the training sessions, size and composition of the training groups, the responsibilities of the person in charge of training, sample questions and comments that may be heard from group members, and strategies for dealing with hostile groups. Suggestions for maintaining an IPP system (review procedures, review schedules) are also included. (BD)

ED 163 301 CG 012 918

Hearing Before the Subcommittee on Federal, State and Community Services of the Select Committee on Aging, House of Representatives, Ninety-Fifth Congress, First Session on Aging in the World of Tomorrow (Part I). Report No. 95-108.
Congress of the U.S., Washington, D.C. House.
Pub Date-27 Sep 77
Note-74p.; Parts may not reproduce clearly due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Community Services, Federal Legislation, *Futures (of Society), Hearings, *Older Adults, *Planning, *Retirement, *Social Problems
Identifiers-*Congress 95th

The minutes of the hearings of the Subcommittee on Federal, State and Community Services focused on the aging in the world of tomorrow. Testimony covered the economic, educational and social impact of an enormous increase in the proportion of old people who will compose the United States' population. Some contacts were pointed out between the u.S. and England regarding treatment and support for the elderly by the government. (BN)

ED 163 350 CG 013 048

Guerriero, Janice M.
Critical Issues in Women Employment HRD 467. A Higher Education Course Monograph.
Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.
Spons Agency-Manpower Administration (DOL), Washington, D.C.
Pub Date-Oct 77
Grant-DL-31-26-74-05
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Curriculum Guides, *Employment, Federal Legislation, *Females, Higher Education, *Human Resources, Management Education, *Manpower Development, Manpower Utilization, *Sex Discrimination, State Legislation

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Employment and Training (formerly Manpower) Administration programs of the U.S. Department of Labor. This course, called "Critical Issues in Women Employment," is a specialty course in the Bachelor of Science degree in Human Resources Development (manpower concentration) at Oakland University in Rochester, Michigan. Faculty members at other colleges and training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. The course is divided into instructional modules, each covering three or more hours of instruction which may serve as a basis for short-term training sessions. The six modules deal with: history and current status of working women; labor statistics; federal and state legislation; employment practices and sex discrimination; impact of the women's movement; and research and resources. (Author)

ED 163 534 CS 502 311

Kleinjans, Everett
Communication and Change in Developing Countries. Paper No. 12.
Hawaii Univ., Honolulu. East-West Center.
Pub Date-Jul 75
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), Cross Cultural Training, *Cultural Awareness, Culture Contact, *Developing Nations, Development, *Ethnocentrism, Global Approach, Intercommunication, *International Relations, *Non Western Civilization, Values, World Affairs, *World Problems
Identifiers-*Intercultural Communication
People's perceptions of recent changes in East/West relations determine their attitudes and affect their ability to relate to each other. Relations between nations are really relations between different images, perceptions, myths, and ideas acquired through experience. In order to square perceptions with reality, people should consider the following conditions of the post-World War II era: (1) the world has changed from a basically bipolar world of ideology to a multilateral world of multifaceted problems; (2) the axis of East/West relations has changed from a vertical colonial axis to a more horizontal one among autonomous nations; (3) nations are becoming more and more interdependent; (4) all countries have areas they need to develop; (5) the inhabitants of a country must ultimately undertake the task of developing it; (6) development differs greatly from reconstruction; (7) the drive for economic development has not resulted in political development; (8) good human relations are essential in a technological society; (9) the rapid proliferation of knowledge requires intercommunication and cooperation; and (10) development affects ethics, values, and religion. The current world condition demands that people develop into cosmopolitan nationalists'' who can work in countries and cultures other than their own. (GW)

ED 163 599 EA 011 076

Young, Ken M.
The Basic Steps of Planning.
Community Collaborators, Charlottesville, Va.
Pub Date-Mar 78
Note-29p.
Available from-Community Collaborators, P.O. Box 5429, Charlottesville, Virginia 22903 ($1.00; quantity discounts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Guidelines, Models, Planning
This document offers brief discussions of the basic steps in planning focus the planning effort, determine goals and priorities, identify resources and restraints, formulate objectives, generate alternative methods, analyze and select the best methods, develop a program of action, and evaluate the process and the results. (IRT)

ED 163 374 CG 013 148

Morical, Lee
Peer Counselor Project: Women Helping Women. Final Report.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 78
Grant-5-T21-MH-14070
Note-137p.; Best copy available
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Counselor Training, *Females, *Helping Relationship, *Housewives, Models, Paraprofessional Personnel, *Peer Counseling, Program Descriptions Program Evaluation, Rural Environment

An experimental program is described which was designed to train non-urban housewives for paid employment as paraprofessional peer counselors. A flow chart traces the origin of the project back to 1969, when the future project director recognized the mental health needs of a variety of non-urban housewives of all ages. The resulting peer counselor training program is described in detail, including funding and institutional support, rationale and objectives, staff and consultants, selection of trainees, and program design. The extensive evaluation information includes sections on the program's effects on trainees and on staff. Issues and questions raised by the project are listed and discussed, and a summary and future recommendations conclude the publication. (Author/BP)

ED 163 511 CS 204 588

Anderson, Edward

Language and Stylistic Influences of the Black Folk Tradition of Black Literature.

Pub Date-Nov 78
Note-15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Culture, Black Dialects, *Black Literature, Composition (Literary), *English Instruction, *Folk Culture, Higher Education, Language Enrichment, *Language Styles, *Language Usage, Literature Appreciation, Persuasive Discourse, Secondary Education

Because the style and language of the black folk tradition have contributed significantly to the development of the English language, an analysis of black persuasive techniques and black communication systems can enhance the teaching of composition, rhetoric, and literature for both black and white students. Some of the persuasive techniques of the black folk tradition include punning, language improvisation, indirection (a technique of sending messages through innuendo or suggestion), metaphorical image making, bragging, exaggerated language, and the use of words or phrases for sound effects. Forms of communication that enrich black language range from "Call and Response," involving a spontaneous and nonverbal interaction between the speaker's calls and the listener's answers (found in spirituals, work songs, and sermons), to sequencing of narratives or storytelling that is structured to explain, persuade, influence, or entertain (illustrated in black folk stories and toasts). Another communication system, semantic signaling by way of tones, consists of using vocal inflections and voice rhythms to convey meaning and involves a type of talk-singing. (MAI)

ED 163 557 CS 502 345

Fegley, Robert L.
What Top Management Expects from the Communicator.
Pub Date-Oct 78
Note-16p.; Paper presented at the National Conference of the Industrial Communications Council (New York, New York, October 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Qualifications, *Business Communication, Business Responsibility, *Communication (Thought Transfer), Credibility, *Employment Qualifications, Industrial Structure, *Management, *Organizational Communication, Public Relations

Top corporate management requires communications departments that maintain credibility with the public by developing the following qualities: integrity established through consistent and honest messages; accuracy based on solid research; authority derived from an understanding of the subject and from drawing on appropriate expertise; a professional style distinguished by clarity, brevity, forcefulness, and organization; and advocacy of the company and its interests. Other obvious requirements include productivity, business sense, and an understanding of the political processes by which public policy is formed. The new, more sophisticated image of top management, as conveyed by members of the Business Roundtable (an organization of business leaders attempting to give business a more active voice in the formation of public policy), offers clues to future expectations regarding corporate communications. These new executives demonstrate that they are well read, up-to-date on current affairs, articulate, open with the press, aware of their public responsibilities, business-centered, action-oriented, pragmatic, and conscious of the need to build a supportive constituency for business. (MAI)

ED 163 646 EA 011 127

Lambert, Kenneth, Ed.
The Education Service: In or Out of Local Government? Proceedings of the Annual Conference of the British Educational Administration Society (6th, University of Birmingham, England, September 23-24, 1977).
British Educational Administration Society.
Pub Date-78
Note-115p.; Not available in paper copy due to small print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Educational Administration, Elementary Secondary Education, Foreign Countries, *Government School Relationship, Higher Education, *Local Government, Organization, Political Power, *School District Autonomy
Identifiers-*England
This conference focused on the present position of British education within local government and whether schools can function effectively under local control. Issues discussed included the question of whether the schools were providing industry with employees having appropriate academic ability and social skills, the question of whether educational standards were falling, and doubts about whether locally run schools could provide the service that a nation with serious economic problems needed. The issues of autonomy and accountability were also touched on. The volume begins with an introduction by Kenneth Lambert. It also includes Higher and Further Education and Local Government'' by Reverend Dr. Canon George Tolley, and responses to it by Professor Meredydd Hughes and Harry Gray. The Schools' Position in Relation to the 'Great Debate' on Education'' by Robert Spooner is followed by responses by John Sayer and Patrick Bailey. Geoffrey Winter spoke on Administration,'' and responses to this talk were offered by Derek Williams and Kenneth Lambert. The Way Ahead'' by John Stewart was followed by responses by Michael Harrison and Leslie Bowles.
Conference Review 1'' was offered by Roger Brown and Conference Review 2'' was supplied by D. A. Howell. (Author/JM)

ED 163 713 EC 112 714

Reiss, Rosalind Reiss, Philip

A Developmental Study of Concept Usage by Mentally Retarded Children. Final Report.

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 78
Grant-G007604393
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Concept Formation, Exceptional Child Research, Intelligence, *Mentally Handicapped, Thought Processes

The development of concept usage was studied in 120 normal, mildly retarded, and moderately retarded children. A forced-choice match-to-standard task was used, with the equivalence matches compared with the Ss' explanations of their choices. Among the findings were that performance was related to the stimulus condition (competing versus noncompeting) as well as to mental age and IQ levels, and that appropriate verbal explanations were related to IQ and mental age. Results suggested that mentally handicapped childrens' difficulty is not in applying a construct, but in stating the concept underlying the response. (Author/DLS)

ED 163 736 EC 112 804

Belau, Jane

Current Trends and Future Issues. No. 14.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Sep 78
Note-14p.; DD Themes and Issues: A Series of Topical Papers on Developmental Disabilities ; Parts may not reproduce clearly due to colored background
Available from-DD/TAS, Region IV, Suite 300 NCNB Plaza, Chapel Hill, North Carolina 27514 ($0.75)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Delivery Systems, *Developmental Disabilities, Economic Climate, Environmental Influences, *Futures (of Society), Political Influences, Prediction, Social Environment, Technology, *Trend Analysis

Observations of current trends in advocacy and services for the developmentally disabled are presented. Discussed are the following four observable environments of the future in terms of the developmental disabilities movement: the systems and organizational environment; the socio-political environment; the technological environment; and the economic environment. Included are suggestions for a strategy for viewing future issues, such as sharpening communication skills, communicating needs to appropriate audiences, and developing a management approach to the provision of services for the developmentally disabled. (BD)

ED 163 172 CE 017 855

Miller, Melvin D.

A Regional Model Inservice Program for State Department Leaders of Vocational-Technical Education. Final Report.

Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Contract-RFS-331.45-06
Note-96p.; Not available in hard copy due to light type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Education, *Inservice Programs, *Leadership Training, Models, *Staff Improvement, State Departments of Education, Vocational Education
Identifiers-*Extern Model

The goal of this project was to provide a personnel development program for state department leaders from Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee who hold first-line positions under state directors of vocational education. The inservice program, with seven project objectives, was developed in cooperation with the participants which permitted them to attain personnel development goals while maintaining an active, full-time role in the employing agency. Through a series of planned meetings, which extended over a nine-month period, participants were able to exchange and discuss alternative solutions to common concerns and problems, work with consultants from areas of major interest, and become familiar with programs in the states of program participants. Process evaluation was conducted as a part of each meeting. The Miller-Courtney Competency Test for Leadership Development Personnel in Vocational-Technical Education was given on a pre- and posttest basis. Final evaluation data were collected by a third-party evaluator through a survey instrument. The evaluation indicated that the project objectives, to provide a professional development experience for first-line administrators and to create a closer working relationship among vocational leaders in the cooperating states, were accomplished. It was recommended that more time be allowed for assimilating information and experiences, more state support be given to allow fuller participation by participants, and more project staff followup be given to participants. (Appended are program agendas, evaluation instruments, and the final evaluation summary.) (JH)

ED 163 208 CE 018 541

Project PEG, Burlington County Coll., Pemberton, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-17p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Colleges, *Curriculum Development, Demonstration Projects, Educational Needs, Educational Objectives, Ethics, Federal Legislation, Independent Study, Inservice Education, Interpersonal Relationship, Junior Colleges, Models, On the Job Training, Orientation, *Paraprofessional School Personnel, Performance Based Education, *Program Development, Skill Development, *Special Education, Vocabulary, Vocational Education

The demand for paraprofessionals trained to work in the special education of the handicapped is rapidly increasing, especially due to the impact of Public Law 94-192 which requires that individualized educational programs be provided for handicapped children. To help meet this need, a model program called PEG is being developed in New Jersey. Its prime objective is the provision of a curriculum and program for the education of paraprofessional personnel in special education, and it emphasizes both the preservice study of the principles and practices of special education and the development of the competencies necessary in personal and professional skills. The program designed to be offered by a community college consists presently of four courses; two concentrate on the legal basis for the delivery of special education services and on familiarity with terminology, while the other two are intended to assist the student in self-study and skill development while on the job. Upon entry, participants are given a chart of the paraprofessional competencies which they are expected to achieve in the areas of orientation to the field, ethics, interpersonal relationships, learning atmosphere, selected skills, and descriptions of exceptional citizens. While these completed segments of the program are being field tested, it is hoped that the rest of the program will be developed. (ELG)

ED 163 266 CE 018 953

Bain, William

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-2: Writing a Vocational Education Project/Budget.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-25p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Program Budgeting, Program Planning, Project Applications, Resources, Teacher Certification, *Teacher Education Curriculum, *Vocational Education
Identifiers-California

This module on writing a vocational education project/budget is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) terminology in budgeting; (2) educational planning; (3) district revenue resources; (4) preparing a program application; and (5) developing a spending plan. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 326 CG 013 011

Desmonde, Sue Sommer Harms, Delores
External Degree Programs: An Educational Alternative for Women.
Pub Date-Mar 78
Note-20p.; Not available in hard copy due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Education, Educational Innovation, *Educational Opportunities, *External Degree Programs, Females, Higher Education, Relevance (Education), State of the Art Reviews, *Womens Education, *Working Women

Since 1970, external degree programs (programs for adult students who cannot attend on-campus courses on a regular basis) have become an educational alternative for the adult woman returning to or entering an educational setting. These innovative programs are ideal for the woman who must integrate the roles of worker, mother and student. A pilot project was conducted at the University of Wisconsin-Superior, involving 30 rural women who had returned to the University, many in the Extended Degree Program. Although the findings were similar to the other studies of the returning woman student, a different pattern of responses for the married and non-married student was found. For instance, significantly more nonmarried than married women were degree-oriented. Nonmarried women were more likely to state personal growth as one of their goals in relation to school. Also, they counted many more friends as support persons than did the marrieds. The project revealed that women must gain knowledge of how the system operates in order to participate in social policy development. (Author/BP)

ED 163 398 CS 004 436

Henrichs, Margaret Nelson, Carol

The Classroom Teacher and the Reading Consultant: Cooperation at the Junior High Level.

Pub Date-May 78

Note-25p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Content Reading, Cooperation, Educational Resources, *Inservice Teacher Education, Instructional Materials, Junior High Schools, Leadership Qualities, Organization, *Program Development, Program Evaluation, *Reading Consultants, *Reading Instruction, *Reading Programs, Training Objectives

Guidelines for establishing content area reading programs at the junior high school level are presented in this paper. Following an overview of the development of a content area reading program in Columbia, Missouri, in which inservice teacher education was provided, 31 guidelines are presented to aid a content area reading resource specialist in such areas as developing effective qualities and attitudes and dealing successfully with faculty and administration. Twenty-seven organizational guidelines are then listed; these deal with such topics as establishing the need and purpose of a content area reading program, writing program objectives, developing materials, integrating the program into the school curriculum, and promoting communication among teachers. The following four areas of emphasis in inservice programs for content area teachers are then discussed: assessment of students and materials, vocabulary teaching and reinforcement, reading comprehension, and study skills. Finally, strengths of the Columbia program related to such aspects as teacher participation and attitudes and student improvement are described, and a few concerns are noted. A list of publications, cassette tapes, and films useful in developing a content area reading program is appended. (GW)

ED 163 421 CS 004 529

Hall, MaryAnne And Others

A Synthesis of Research on Reading with Recommendations for Instruction in Georgia Schools.

Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-45p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Beginning Reading, Elementary Secondary Education, *Literature Reviews, Reading Comprehension, *Reading Instruction, *Reading Programs, Reading Readiness, *Reading Research, *Reading Skills, *Remedial Reading
Identifiers-Georgia

Intended for use in the planning of reading programs for Georgia schools, this research review was undertaken to assist in identifying knowledge about reading and to derive implications for reading instruction within the state's schools. The report is organized into six sections. The first deals with the elementary level and covers the areas of prereading and beginning reading, instructional methods, comprehension, vocabulary, and word analysis. The two sections dealing with middle and secondary levels include discussions of comprehension, reading study strategies, content area reading, reading rate, vocabulary development and word analysis, instructional procedures, and readability. The fourth section covers research on corrective and remedial reading and emphasizes the extent of reading problems, identification of reading disabilities, corrective/remedial techniques, and problems in the literature on corrective/remedial reading. The fifth section deals with research on literary experiences, student attitudes, and self-concept, and the final section covers administration and organization of reading programs, including grouping practices, student promotion and retention, characteristics of effective reading programs, parents and reading, and teacher education. The report concludes with 19 recommendations for the development of effective reading instruction in Georgia schools. (FL)

ED 163 488 CS 204 559

Hutson, Barbara A. Liebermann, Jo

Language and Reading Skills in Undereducated Adults.

Pub Date-May 78
Note-21p.; Paper presented at the Midwestern Educational Research Association Conference (Bloomington, Indiana, May 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adults, *Educationally Disadvantaged, *Language Skills, Predictor Variables, *Reading Achievement, Reading Comprehension, Reading Development, Reading Difficulty, *Reading Research, Syntax

In an examination of the relationship between language skill and reading achievement in adults, measures of syntactic knowledge and reading achievement were obtained for 41 students in an adult basic education center. Moderate correlations were found for language skill and reading achievement, with students reading at or below the fourth grade level showing significantly less knowledge of syntax than adults at higher levels, even though the language test involved neither reading nor writing. Analysis of the results indicated that while the best predictors of reading comprehension were other achievement measures, addition of scores on verbal justifications for the language measure added significantly to the prediction of reading comprehension. (Author/FL)

ED 163 600 EA 011 078

Colman, Joseph Lamborn, Robert

Private (Nonpublic) Schools Are Part of NDN Or They Should Be. (Second Edition.)

Capla Associates, Inc., Rochelle Park, N.J.
Pub Date-Jun 78
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Delivery Systems, Directories, Elementary Secondary Education, *Information Dissemination, Parochial Schools, *Private Schools, Program Descriptions
Identifiers-*National Diffusion Network

This document briefly discusses what the National Diffusion Network (NDN) has to offer students in private schools, notes that it is a requirement of the program that private school students be included, describes the program, and discusses how the participation of private school children can be maximized. Appendices list NDN state facilitators, major private school organizations, the directors of the Council for American Private Education, state representatives for private education, and state department of education nonpublic education liaison officers. (IRT)

ED 163 622 EA 011 102

Alternative Schools.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-7p.; Chapter 2 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-*Alternative Schools, Annotated Bibliographies, Behavior Change, Change Strategies, Cognitive Style, *Educational Alternatives, Educational Environment, Elementary Secondary Education, Learning Processes, Program Evaluation, Student Teacher Relationship, Teaching Styles
Identifiers-Magnet Schools

This chapter of "The Best of the Best of ERIC," Volume 2, contains 17 summaries of documents and journal articles on alternative schools, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as reasons for success or failure of alternative schools, assignment of students, parent guide to selecting "right kind" of alternative school for the community, and evaluation of alternative schools. (PKP)

ED 163 760 FL 009 816

Petersen, P. W.

The Misuses and Dangers of Literary Dialect as Linguistic Data. Papers in Linguistics: 1974-1977: A Collection of M.A. Papers from Students in the Linguistics Department of Northeastern Illinois University.

Northeastern Illinois Univ., Chicago. Dept. of Linguistics.
Pub Date-Oct 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Black Dialects, *Black Literature, Creoles, Dialect Studies, Language Research, Language Styles, *Language Usage, *Language Variation, *Linguistic Theory, Literary Analysis, *Literary Criticism, Negative Forms (Language), Novels, Sociolinguistics, Syntax, Verbs
Identifiers-Bailey (Beryl Loftman), Miller (Warren)

The dangers and misuses of literary dialect as a source of information for linguistic evaluation are analyzed. Literary dialect'' is used to refer to writing in which the main purpose is the artful construction of a narrative, where the dialect representation is apt to be concerned more with giving an artful impression of a dialect than with giving an accurate rendering. Data from a linguistic paper, Toward a New Perspective in Negro English Dialectology'' (1965), by Beryl Loftman Bailey, are criticized. The paper uses Warren Miller's novel, The Cool World,'' a novel written in literary dialect, as data in concluding that black and white Southern speech differs significantly because the speech of blacks has its origins in a proto-creole'' grammatical structure. Important aspects of a linguistic evaluation of literary dialect are discussed. Since Bailey's argument for black-white speech differences centers on verb usages, particularly the verb be,'' the frequencies of is/are'' occurrence in The Cool World'' are compared with frequencies found in a study by Wolfram (1971) based on live informants. Four other items that are considered in criticizing the accuracy of the novel are multiple negativization, embedded yes-no questions, embedded Wh-questions, and optional do support'' (insertion of the verb do'' in a sentence). (SW)

ED 163 249 CE 018 936

Common Core Curriculum for Vocational Education. Proceedings, California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-Mar 77
Note-102p.; A chart in Appendix A will not reproduce well due to small print. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Core Curriculum, *Curriculum Development, Curriculum Evaluation, *Field Studies, Higher Education, Learning Modules, *Performance Based Teacher Education, *Research Design, *Research Methodology, Research Needs, Research Problems, Teacher Education Curriculum, *Vocational Education

Proceedings of the second of three workshops held in conjunction with the development of thirty-four core curriculum modules for vocational teacher education are presented. The bulk of this document consists of three workshop presentations given by J. Robert Warmbrod and one presentation by Terry G. Newell. In the first address, "The Application of Research Process to Problems in Vocational Education," emphasis is given to problem selection and the types of research problems, and to types of research (descriptive, correlational, and experimental). In the second presentation, "Research Design: Implications for Interpretation," emphasis is on designing and conducting investigations such that valid findings are revealed. Threats to internal and external validity are discussed. In the third presentation, "Some Research Needs in Vocational Education," two areas of research needs are discussed: (1) teacher education, specifically relating to competency based education; and (2) the evaluation of vocational education programs. In the presentation by Newell, "Field Testing the Common Core Curriculum Modules," field test procedures and materials, analysis of the field tests of all modules and summary of pre/posttest changes are discussed. Included in the appendixes are the workshop agenda, a list of the modules, field test procedures, and lists of workshop participants and field test instructors. (The other workshops are reported in CE 018 935-937; the modules developed are CE 018 938-971.) (JH)

ED 163 284 CE 018 971

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-5: Development of a Research Proposal in Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-20p.; Not available in hard copy due to print size. For related documents see CE 018 935-970
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Research Proposals, *Teacher Education Curriculum, *Vocational Education

This module on the development of a research proposal in vocational education is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the statement of the problem; (2) review of the literature; and (3) design of the study. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 302 CG 012 938

Graff, Sunny And Others
Freeing Our Lives: A Feminist Analysis of Rape Prevention.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; Ohio State Univ., Columbus.
Pub Date-78
Grant-R18-MH29049
Note-30p.
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-*Aggression, *Crime, Females, *Feminism, *Prevention, *Rape, *Sexuality, Social Values, State of the Art Reviews, Violence
The factors which contribute to women's vulnerability to rape are a lack of information about and understanding of rape; women's subordinate relationship to men; socially reinforced physical weakness and passivity; isolation from other women; isolation in the community. Prevention means more than just reducing the incidence of rape or providing security for some women. Prevention means eliminating rape so that all women will be free from the threat of assault. Some strategies which all women can implement to reduce our vulnerability include: (1) redefining rape in terms of shared knowledge and experience, thus making rape a public issue; (2) changing the power-dependence relationship between men and women in a patriarchal culture; (3) developing physical strength and skills, and gaining confidence in women's ability to assert their rights; (4) learning to recognize their power as a group; (5) organizing for common defense in neighborhoods and making women's safety a community priority. Women need to continue the work of developing strategies which will increase their strength, mobility, independence and freedom. (Author)

ED 163 579 EA 011 052

Esmay, Judith

Collective Bargaining and Teacher Strikes. The Expanding Role of Parents and Citizens.

National Committee for Citizens in Education, Columbia, Md.
Pub Date-78
Note-89p.; A Parent's Network Publication ; Parts may be marginally legible due to small type
Available from-National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 21044 ($2.25; 10% discount for 10-19 copies; 15% discount for 20-49 copies; 20% discount for 50 or more copies)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Board of Education Policy, *Citizen Participation, *Collective Bargaining, Contracts, Elementary Secondary Education, Grievance Procedures, Labor Demands, Labor Legislation, Negotiation Agreements, Negotiation Impasses, *Parent Participation, *School Community Relationship, State Legislation, *Teacher Strikes

This handbook proposes ways that parents and citizens can contribute to negotiations during collective bargaining and teacher strikes. The first step is to organize citizens and parents. The next is to learn about the collective bargaining process and gather information about bargaining in the district. A concerned group must also analyze past district contracts, determine present contract costs, evaluate the grievance procedure, report findings, and petition for public involvement in negotiations. After negotiations begin, other methods of involvement present themselves. Parents and citizens should analyze each party's contract demands. Some attempt should be made to obtain open negotiations or an opportunity to observe. Then parent and citizen groups should publicize their own position on the issues. Throughout, they should press for information and foster a climate of understanding. After negotiations, involvement is not over. The new contract should be examined, challenged if necessary, and continually monitored. During strikes, parents and citizens can make an important contribution. They should keep the public informed of contract issues in dispute, keep parents informed about school services, and provide out-of-school activities for children. A lengthy bibliography contains historical background, a teacher's contract, state collective bargaining statutes, and other materials. (Author/JM)

ED 163 667 EC 112 426

Merz, William R. Raske, David E.

Least Restrictive Educational Environment/Pupil Match.

Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-15 Aug 78
Note-110p.; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Exceptional Child Research, *Handicapped Children, *Mainstreaming, *Performance Factors, Student Characteristics, *Student Placement

A study was made to identify and define a variety of educational placement alternatives with reference to the concept of restrictiveness and to match these educational settings with the cognitive, affective, and physical development of exceptional pupils. A profile of pupil characteristics was derived and validated on approximately 200 special education pupils placed in least restrictive environments in California. The efficacy of their functioning in those environments was evaluated. Based on the study results, a system was devised for predicting program membership, to obtain a set of possible least restrictive placements for a handicapped student. (DLS)

ED 163 689 EC 112 617

Bernanke, Pamela A., Ed. And Others
Program Planning and Evaluation in Community-Based Agencies: Instructor-Free Training for Participatory Management Teams.
Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.; Social and Rehabilitation Service (DHEW), Washington, D.C.; Texas State Dept. of Mental Health and Mental Retardation, Austin.
Pub Date-78
Grant-16-P-56819/6-07; Available from-Research and Training Center in Mental Retardation, Texas Tech University, Lubbock, Texas 79409 ($7.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Agencies (Public), *Developmental Disabilities, Instructional Materials, Management, *Management Systems, *Program Evaluation, *Program Planning, Staff Improvement, Workbooks
The instructor-free, empirically-based training package focuses on planning for a program or total agency for severely handicapped, developmentally disabled persons and is intended to assist agencies develop a participatory management system for ongoing program planning and evaluation within the trainee's agency. The package consists of a trainee workbook which includes basic information on program planning and evaluation, individual practice sessions, and group exercises. The following 10 training sessions are outlined: competency generalization through instructor-free training; an ideology for human services; a survey of management theory and style; a conceptual model for program planning and evaluation; guidelines for effective decision making and strategy implementation; budgeting; evaluation: an integral part of program planning; funding and grantsmanship; synthesizing and using your training; a model for community planning. (BD)

ED 163 714 EC 112 715

Shannon, R. Dean

The Effects of Integrating Young Severely Handicapped Children Into Regular Preschool Headstart and Child Development Program/s. Year II.

Merced County Schools, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-Jul 78
Grant-77-28-CG
Note-103p.; Print on some pages may be faint due to marginal quality of original print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Case Studies, Exceptional Child Research, *Mainstreaming, Preschool Education, Program Evaluation, *Severely Handicapped, Social Attitudes

The document, most of which consists of appendixes and tables, reports on a study to evaluate the effectiveness of a program in which 35 severely handicapped children (ages 3-14 years) were integrated into regular preschool headstart and child development programs and were compared with a control group of similar but non-integrated students. Changes in student performance and in the attitudes of students, teachers, and parents were measured. Among the findings were that in most cases there were no significant differences between integrated and nonintegrated students, but that staff reactions were clearly in favor of the project. Appended are various evaluation instruments and project-developed materials, and 20 brief case studies. (DLS)

ED 163 191 CE 018 408

Adelman, Frank W. Walker, Lurlene

State-of-the-Art Tool and Die Maker Project. Project Preliminary Report. Vocational-Technical Education Research Report. Volume 16, Number 9.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pub Date-Jul 78
Note-88p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Equipment, *Job Skills, Junior Colleges, Metal Working Occupations, Occupational Surveys, Secondary Education, *Skill Analysis, *State of the Art Reviews, *Task Analysis, Task Performance, *Tool and Die Makers, Trade and Industrial Education

In order to provide a foundation upon which teachers and curriculum planners could build courses of study and training plans in the field of tool and die making, a study has been commenced to develop a catalog of the tasks and criterion-referenced performance objectives required of tool and die makers. At the time of this report, research has been performed to determine the state of the art. Computer and manual information searches were conducted of the following data bases: Educational Resources Information Center (ERIC), the Current Index to Journals in Education (CIJE), Resources in Vocational Education (RIVE), and Abstracts of Instructional Materials/Abstracts of Research Materials in Vocational Education (AIM/ARM). Besides a literature search, information was also obtained by mail and telephone surveys of state departments of education, industry which employs tool and die makers, state directors of vocational education, the Air Force, and directors of Pennsylvania community colleges and area vocational-technical schools with tool and die programs. The results of this research were the compilation of a list of approximately 240 task-performance statements and the development of a list of tools and equipment required by tool and die makers. (The appendixes include the descriptors used in the data base searches, the lists of tools and equipment, the duty/task statements, the names of survey participants, and copies of survey letters and responses.) (ELG)

ED 163 228 CE 018 900

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume I: Accredited Records Technician.

Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-29p.; Not available in hard copy because of reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Medical Record Technicians, Occupational Clusters, *Task Analysis

An analysis of survey responses from a sample of accredited records technicians on competency characteristics for their occupation is presented in this document. (Accredited records technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 901-916.) (JH)

ED 163 327 CG 013 012

Mills, Joseph A.

The Implications of the Family Educational Rights and Privacy Act and How They Relate to the New Roles of College and University Counselors and Support Personnel.

Pub Date-15 Mar 78
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Civil Rights Legislation, *Educational Counseling, *Educational Legislation, *Family School Relationship, Higher Education, Privacy, Racism, Sex Discrimination, State of the Art Reviews, *Student Personnel Workers, *Student Rights

The Family Educational Rights and Privacy Act was passed in 1974 because some legislation was needed in order to discourage the abuse of individual rights due to the personal prejudices and/or disapproval of others. There are thousands of persons in American society who because of advanced educational training and a keen sense of perceptivity, can virtually control the lives of others who depend on them for guidance and help in decision making. Professional educators occupy a large segment of this perceptive elite. They possess far more influence over the lives of many people than some members of the profession realize. Thus, it is vital that educators be aware, continuously, of their attitudes and behaviors that directly influence the lives of millions who have given them the privilege of leadership. In higher education, counselors, financial aid personnel, admissions officers and student activities directors can literally make or break the academic career of a student, whether this act is done consciously or not. A clear and concise reference that provides details about the Family Educational Rights and Privacy Act is available to helping professionals who need assistance in dealing with these problems. (Author)

ED 183 351 CG 013 050

McClure, Wilbert J.
Counseling the Disadvantaged Black Client. A Higher Education Training Monograph.
Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No.-MDHES-14
Pub Date-Sep 78
Grant-DL-31-26-74-05
Note-89p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Blacks, Counselors, *Counselor Training, *Disadvantaged Environment, Disadvantaged Youth, *Discriminatory Attitudes (Social), Guides, *Helping Relationship, Higher Education, Job Skills, Occupational Guidance, Off the Job Training, *Skill Development

The purpose of this training workshop is to assist the participants in upgrading their delivery of services to disadvantaged Black clients. The training content is targeted toward counselors and interviewers who directly deliver counseling services. The following topics are covered: job-getting hurdles, role of the counselor; steps in the counseling process, effective listening, effective reflecting, effective interpreting, information giving, strategies for assisting the shy disadvantaged Black client, feelings of and perception of discrimination. Training is accomplished through lectures, small group discussions, and simulations. (Author/JLL)

ED 163 375 CG 013 149

Hearing Before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R.12146, Adolescent Pregnancy.

Congress of the U.S., Washington, D.C. House.

Pub Date-24 Jul 78

Note-325p.; Not available in hard copy due to small type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adolescents, *Community Programs, *Contraception, *Federal Legislation, Females, Hearings, *Illegitimate Births, *Pregnancy, *Unwed Mothers

Identifiers-*Congress 95th

A hearing before the Subcommittee on Select Education of the House Committee on Education and Labor is transcribed. A discussion is presented which centers on H.R.12146, whose purposes are: (1) to establish a program for developing networks of community-based services to prevent initial and repeat pregnancies among adolescents; (2) to provide care to pregnant adolescents; and (3) to help adolescents become productive independent contributors to family and community life. The text of the bill is reproduced, followed by testimony from a variety of experts in the area, and a section of prepared statements, letters and other supplementary material. (BP)

ED 163 444 CS 004 553

Calkins, Becky, Ed. And Others
Projections for Reading: Preschool through Adulthood.
Office of Education (DHEW), Washington, D.C. Right to Read Program.
Report No.-HEW-OE-77-00110
Pub Date-78
Contract-SB-740-8(a)-76-C-108
Note-122p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01797-1, Write for price)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Basic Education, Educational Change, *Educational Needs, Elementary Secondary Education, English (Second Language), *Exceptional Persons, Gifted, Higher Education, Literacy Education, Preschool Education, Reading Difficulty, *Reading Improvement, *Reading Instruction, Reading Research
The ten chapters in this collection are intended to be a starting point for those interested in teaching children and adults to read more effectively. Each chapter treats an age, school level, or special population and provides three kinds of information: the current state of reading instruction for that group, what it should be, and recommendations for change. The individual chapters discuss preelementary school reading; reading instruction in the early elementary years; reading in the intermediate/middle school; secondary school reading programs; college and adult reading; adult functional literacy; literacy for special populations, specifically non-English speakers; reading handicaps; reading and the handicapped learner; and reading and the gifted. (FL)

ED 163 466 CS 204 507

Garcia, Jesus Armstrong David G.

A Simple Procedure for Evaluating Textbooks for Their Treatment of Selected Groups That Minimizes Inter-Rater Variability.

Pub Date-Mar 78
Note-35p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (33rd, Washington, D.C., March 4-8, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Content Analysis, Cultural Education, *Ethnic Groups, Higher Education, *Minority Groups, Secondary Education, Teachers, *Textbook Bias, *Textbook Content, *Textbook Evaluation, Textbook Research, *Textbook Selection

The "Garcia-Armstrong Matrix System" provides specific instructions for evaluating the way textbooks depict ethnic/minority groups. The matrix is formed by evaluating individual sentences for their references to the activity or passivity of the target group and to the status of the target group in relation to other groups named in the same sentence. The evaluators then compare the percentage of sentences categorized in each cell of the matrix to the needs and expectations of those interested in the information. The simplicity of the matrix allows evaluators to examine several textbooks concurrently, even in conjunction with other evaluation procedures. (Appended text sentences and data allow readers to practice using the matrix.) (RL)

ED 163 489 CS 204 560

Naugle, Helen McGuire, Peter
The Preparatory Workshop: A Partial Solution to an English Compulsory Exam Failure Rate.
Pub Date- 78
Note-9p.; Report prepared at Georgia Institute of Technology
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, *Composition (Literary), Failure Factors, Higher Education, *Minimum Competency Testing, *Performance Based Education, Student Motivation, *Student Seminars, *Test Wiseness, *Writing Skills

Georgia Institute of Technology has created a preparatory workshop that avoids focusing composition courses on the state competency exam while helping its students pass the exam. In checking the exams of students who had failed, three problems appeared: lack of motivation, lack of awareness of the standards for grading the exam, and an inability to apply writing skills to the exam. In attacking the motivation problem, the workshop appeals to school and individual pride and to self-interest, pointing out that those who fail once tend to do so again, which could ultimately mean being refused a diploma. As an aid to learning grading criteria, students are told that a clear thesis and pattern of development is more important to passing than perfect spelling or syntax. In learning how to apply writing skills to the exam, students learn to pick topics that are easiest to limit and organize, discover how to generate information through writing for a specific audience, and are reminded of basic organizational patterns. A sample exam is also included in the workshop, which is conducted one or two days before the exam is administered. (TJ)

ED 163 512 CS 204 589

Bridges, Charles W.
Invention Beyond Prewriting: The Role of Invention throughout the Composing Process.
Pub Date-78
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), Higher Education, *Rhetoric, Secondary Education, *Teaching Techniques, Theories, *Writing Skills
Identifiers-Burke (Kenneth), *Composition Process, *Invention (Rhetorical)
The organic theory of writing as a process and as a coherent whole implies that writing evolves from a writer's involvement with the subject. Kenneth Burke's theory of logology, the study of words about words, is a theory of composing that has invention at the center and which a writer can apply from beginning to end as needed. Since a student writes about perceptions in words, grappling with perception becomes grappling with words. To help the student, a heuristic device based on Burke's theory asks three questions: What goes with what? What opposes what? What follows or follows from what? This heuristic procedure aids the student in retrieving information stored in the mind, it draws attention to important information that can be acquired, and it prepares the student's mind for the intuition of an ordering principle, or hypothesis. Such logological analysis underscores the inseparability of invention, form, and style. Such a theory emphasizes creativity and imagination, helps eliminate dryness in expository writing, and helps generate meaningful material for essays. (TJ)

ED 163 535 CS 502 313

Chu, Leonard L.
Planned Birth Campaigns in China, 1949-1976. Case Study No. 5.
Hawaii Univ., Honolulu. East-West Center.
Pub Date-Aug 77
Note-145p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Asian History, *Communication (Thought Transfer), Communism, *Family Planning, Foreign Countries, Information Theory, *Mass Media, Policy Formation, Population Education, Population Trends, Propaganda
Identifiers-*China, *Communication Research
National planned birth policy decisions in the People's Republic of China from 1949 to 1976 and the organizational infrastructure that supports such decisions are reviewed in this monograph. The transferability and limitations of the Chinese experience are also discussed. Specific topics covered are: the development of the planned birth campaigns; organization, information, education, and communication in the campaigns; and the contents and effects of planned birth propaganda. Appendixes contain discussions of population in China and a translation of a Chinese newspaper article urging men to live with their wives' families after marriage. (Author/FL)

ED 163 558 CS 502 346

Jain, Nemi C., Ed.
International and Intercultural Communication Annual. Volume IV.
Speech Communication Association, Falls Church, Va.
Pub Date-Dec 77
Note-144p.
Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virignia 22041 ($5.00 member, $5.50 non-member)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Changing Attitudes, *Communication (Thought Transfer), Communication Problems, *Cross Cultural Studies, Culture Conflict, Ethnic Studies, Foreign Countries, Intercultural Programs, *International Relations, *International Studies, Interpersonal Relationship, Korean Americans, Literature Reviews
Identifiers-Communication Research, *Intercultural Communication

Designed as a forum for the exchange of ideas concerning international and intercultural communication, this annual volume covers a wide variety of topics. Its seven articles discuss intercultural contact and attitude change, the survival stage of intercultural communication, interpersonal perceptions in a simulation game of intercultural contact, putting culture shock in perspective, inter-ethnic and intra-ethnic communication, communication networks and social change in developing countries, and human communication and cross-cultural effectiveness. The volume also contains a review of current literature and a cumulative index to articles and book reviews published in the first four volumes of the Annual.'' (FL)

ED 163 601 EA 011 079

Alston, Herbert L. Valentin, Cathy
Policy Study of Educational Issues. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report.
Houston Independent School District, Tex.
Pub Date-Jul 78
Note-117p.; Table 1 may not reproduce clearly due to small print
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Educational Finance, *Educational Opportunities, Educational Quality, Elementary Secondary Education, *Political Influences, *Questionnaires, *School Surveys, Tables (Data)
Identifiers-Houston Independent School District TX
This paper summarizes the procedures and the results of a 1977-78 Houston Independent School District (HISD) study to identify those groups who are most influential in determining public school policy and legislation, and to determine what educational issues were of most concern to those groups and what their positions on these issues were. The issues were identified by a review of the literature and interviews with selected HISD administrators. The issues fell into four general areas: school finance, scope and content of education, quality of education and educational opportunity, and influence groups and the control of public education. Eleven of the 30 groups who were requested to participate stated positions on the issues. Most groups favored equal state funds per student for every school district with the same tax rate, assuming that different types of students would be funded at different rates. The respondents were divided on the issue of mainstreaming severely handicapped students most participants would like to adequately serve both regular and special students but realize that there are conflicts in serving both groups of students in the same classroom. The questionnaire used in the study is included. (Author/IRT)

ED 163 623 EA 011 103

Alternatives to Suspension.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-5p.; Chapter 3 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrator Role, Annotated Bibliographies, *Behavior Change, *Behavior Problems, Counselor Role, *Discipline Policy, Elementary Secondary Education, School Law, Students, *Suspension, Teacher Role
Identifiers-*Inschool Suspension, Peer Group Counseling

This chapter of "The Best of the Best of ERIC," Volume 2, contains 16 summaries of documents and journal articles on alternatives to suspension, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of this topic, such as inhouse suspension, peer group counseling, logical consequences, student ombudsmen, the legal aspects of suspension, and the role of administrators, counselors, teachers, and parents in preventing student discipline problems that lead to suspension. (PKP)

ED 163 737 EC 112 831

Boyd, Richard D. Stauber, Kathleen A.

Acquisition and Generalization of Teaching and Child Management Behaviors in Parents of Preschool Handicapped Children: A Comparative Study. Final Report.

Cooperative Educational Service Agency 12, Portage, Wis.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Grant-G007500664
Note-116p.; For related information, see EC 092 317
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Exceptional Child Research, *Handicapped Children, *Home Programs, *Parent Education, *Parent Role, Preschool Education, *Program Effectiveness
Identifiers-Final Reports, *Portage Project

The document reports on a 3-year research project to measure the acquisition and generalization of teaching and child management behaviors by parents of preschool handicapped chiloren enrolled in the Portage Project. Initial chapters describe treatments (which utilize the parent as the child's primary teacher in a home-based program) and first, second, and third year activities. In a final chapter it is noted that the changes in response recorded across behaviors at the point of intervention for each of six different parents served by six different home teachers argues strongly for the reliability and generality of effect of the parent training program. Subsequent chapters address the methodology and results of the multiple baseline study, reliability study, task probe study, and study of change in knowledge and attitudes. Appended materials include a copy of the Portage Project parental behavior inventory, sample forms, behavior code definitions, information on coding procedures, an evaluation form on teaching young children, and a parent attitude checklist. (SBH)

ED 163 647 EA 011 132

Selector's Guide for Elementary School Social Studies Programs. EPIE Report Number 84m.

Educational Products Information Exchange Inst., New York, N.Y.
Pub Date-78
Note-59p.
Available from-EPIE Institute, 475 Riverside Drive, New York, New York 10027 ($20.00; quantity discounts)
Document Not Available from EDRS.
Descriptors-Elementary Education, Instructional Design, *Instructional Materials, *Merchandise Information, *Program Evaluation, *Social Studies, *Textbook Evaluation

This report is intended to be used as a tool to aid educators in selecting basic instructional materials that are best suited to their elementary social studies curricula and, especially, to the teachers and learners who will use them. In all, this volume contains comprehensive analyses of ten social studies programs now on the market that selectors can use to make side-by-side comparisons as they pursue the task of narrowing the field of choice to those particular programs that are most likely to fit their needs. To analyze the properties of instructional materials, four instructional-design constructs are used. The constructs are (1) intents: the rationale, the goals, and the objectives of the intended instruction; (2) contents: the scope and sequence of the subject matter to be included, and the learning activities to be presented; (3) methodology: the teaching/learning transactions of methods that are to be employed; and (4) means of evaluation: the approaches to assessment and evaluation of learning outcomes that are provided, or at least suggested. (Author/MLF)

ED 163 668 EC 112 427

Boyce, Douglas A. Elzey, Freeman F.

A Study of the Vocational Adequacy of Former Special Education Students Following High School Graduation.

San Francisco Unified Schoo District, Calif.
Spons Agency-California Sta e Dept. of Education, Sacramento.
Pub Date-15 Sep 78
Note-85p.
EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Employment, Followup Studies, Graduate Surveys, *Handicapped Children, *Program Effectiveness, Secondary Education, *Senior High Schools, *Vocational Education
Identifiers-*California (San Francisco)

A study was made of the effectiveness of the San Francisco Unified School District's Special and Vocational Educational Programs in preparing handicapped students for the work world. Ninety-eight high school graduates were divided into two groups those who had received vocational training (T) and those who hadn't (NT) and were interviewed along with their parents, employers, and former teachers. Among the findings were that more T then NT graduates had held a job since graduation and that their jobs tended to be of a higher level; that a greater percentage of the NT group were very dissatisfied with their jobs; and that T group workers needed less supervision and on-the-job training than did NT workers. Among the recommendations resulting from the survey were that there be provisions made for earlier detection of handicapping conditions in students at the elementary and junior high levels, and that continual and intensive counseling be provided for handicapped students during high school. (DLS)

ED 163 173 CE 017 944

Niemi, John A., Ed. Stone, Eve M., Ed.
Voluntarism at the Crossroads: A Challenge for Adult Educators. Proceedings of a Conference (Hillside, Illinois, February 1978).
Northern Illinois Univ., De Kalb. Coll. of Education. Adult and Continuing Education Program.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-151p.; Prepared in collaboration with Region 1 Adult Education Service Center, DeKalb, Ill.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education, Citizen Participation, Citizenship Responsibility, Community Action, Community Service Programs, Community Services, Conference Reports, Educational Needs, English (Second Language), *Evaluation, Fear, Females, High School Equivalency Programs, Programs, *Recruitment, Skill Development, *Social Services, Voluntary Agencies, *Volunteers, *Volunteer Training, Workshops
Identifiers-Illinois
Speeches and reports from participants at a two-day conference on voluntarism in adult education are presented. One major program goal was to explore the possibility of stimulating growth and development of service voluntary efforts in Northern Illinois. Special conference concerns included the use of volunteers in adult basic education, general educational development, and English-as-a-second-language programs. Several papers presented were "Voluntarism: An Action Proposal for Adult Educators," by Paul Ilsey; "Why Voluntarism? An Issue for the 70's and a Challenge for the 80's," by John A. Niemi; "Voluntarism: State of the Art," by Alice Leppart; and "Myths and Fears about Volunteers," by Michael Collins. Three panel discussions are summarized in reports on the place of volunteers in adult education, volunteers' orientation and training, and evaluation and recognition. Five workshop leaders presented reports on the following topics: Literacy Volunteers of America, Inc., matching volunteers with clients, women in voluntarism, advocacy voluntarism, and using the university as a source of tutors for English as a second language. A program evaluation completed the proceedings. Appended materials to this report include evaluation instruments, workshop goals and objectives, profiles of resource people, and ERIC abstracts on voluntarism. (CSS)

ED 163 209 CE 018 574

Lifelong Learning during Adulthood. An Agenda for Research.
College Entrance Examination Board, New York, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-78
Note-56p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, Adult Education Programs, *Adult Educators, *Adult Learning, Adult Students, Continuous Learning, Institutional Characteristics, *Interaction, Learning Characteristics, Learning Experience, Participant Involvement, *Research Needs, Research Reviews (Publications), *Social Environment

This report reviews the research needs related to learning in the years beyond the age of compulsory schooling. The first of three sections provides a research overview and suggests research needs. The review is organized around three perspectives: learners, providers, and the societal context. It is stated that much early research focussed on those who had not acquired basic skills; more recently there has been increased attention to learning as an integral part of all adults' lives. Section 2 proposes a matrix to depict a framework for organizing research on lifelong learning. It is recommended that research focus on four basic areas: adult learners, providers of learning opportunities, the societal context in which lifelong learning occurs, and the interactions of learners, providers, and society. The final section proposes an agenda for research. A few of the examples include (1) learner research focusing on needs that may be met through lifelong learning, (2) provider research focusing on characteristics of institutions and individual providers that may influence adults' participation in and benefiting from learning opportunities, (3) societal research focusing on the impact of lifelong learning on society, and (4) interactive research focusing on ways providers and learners interact to facilitate lifelong learning. (CSS)

ED 163 267 CE 018 954

Bain, William

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-3: Record Keeping in Vocational Programs.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-37p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, Higher Education, Learning Activities, Learning Modules, Performance Based Teacher Education, *Recordkeeping, Records (Forms), Reports, Teacher Certification, *Teacher Education Curriculum, *Vocational Education
Identifiers-California

This module on record keeping in vocational programs is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) district application for funds; (2) statistical forms; (3) fiscal (claims) reports; and (4) follow-up reporting. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED 163 303 CG 012 939

Perceptions of a Changing World: A Survey of Ohio High School Students; 1975-1976.

Ohio State Dept. of Education, Columbus.
Pub Date- 76
Note-91p.; Appendix A not filmed due to marginal legibility
Available from-Division of Planning and Evaluation, Ohio Department of Education, Room 804, 65 South Front Street, Columbus, Ohio, 43215
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Educational Attitudes, *High School Students, Life Style, Minority Groups, *Personal Values, Relevance (Education), Research Projects, Secondary Education, *Social Influences, *Student Attitudes, *Student Needs, Student School Relationship

Attitudes and educational needs of 3,849 high school students were assessed by means of a 65-item questionnaire. Background information, school issues, social issues, and personal issues were investigated. Changes that have occurred since 1970 were documented. Results include the following: a proportionally small number of minorities are seniors (27% compared with 42% sophomores); less than half of the students believe the races "get along well together," but students believe education is the most valuable way to improve race relations. Students believe the school should provide more help in basic subjects, that subjects should be made more interesting, and that drug and sex education should be taught. They worry about unemployment and receive inadequate career education. Students say they want teachers who can communicate with them. While a majority of students think a high school education is worthwhile, over a quarter are unsure or disagree. Some evidence indicates students' support for education has declined since 1970. (JLL)

ED 163 376 CG 013 150

Kane, Robert Kane, Rosalie
Care of the Aged: Old Problems in Need of New Solutions.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-5943
Pub Date-Apr 78
Note-26p.
Available from-The Rand Corporation, Santa Monica, California 90406 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age, *Financial Support, *Health Services, Institutional Research, *Nursing Homes, *Older Adults, Residential Care, *Social Services, State of the Art Reviews
Identifiers-*Europe
The tendency in the United States to view the nursing home as an all-purpose solution to the health problems of the elderly has created a set of self-made problems: increased dependency, depression and social isolation among the aged. In the United States, unlike in many European nations, institutional care of the elderly is conceived of and financed as a health service rather than a social service, even though institutional placement provides a complete social context for an individual and obviously constitutes a rather dramatic social intervention. It is also clear that the American method of financing creates disincentives to rehabilitation. Alternatives to nursing home care should be considered, as well as a formula for reimbursing nursing homes to make them more supportive of positive efforts to provide effective care. (Author)

ED 163 399 CS 004 471

Sherman, Richard H.
Sequential Aspects of Silent and Oral Reading.
Pub Date-78
Note-22p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 19-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, Elementary Education, Literature Reviews, *Oral Reading, Reading Comprehension, *Reading Instruction, Reading Rate, *Reading Research, *Sequential Approach, *Silent Reading, *Teaching Methods

The commonly-used instructional sequence in which children read material silently and then read it orally is simply not effective. The arguments presented by E.A. Betts in 1957 for silent before oral reading can be countered point by point. Studies that have compared various reading conditions have had serious limitations and have failed to show whether silent before oral reading facilitates reading comprehension and rate. In fact, oral reading may be used for three purposes diagnosis, information gain, and communication with others and a classification scheme can be devised that separates oral reading into manageable teaching units. In a study of aspects of silent and oral reading, 180 pupils in grades two, four, and six were assigned to six conditions: silent-oral-test, oral-silent-test, silent-silent-test, oral-oral-test, silent-test-oral, and oral-test-silent. The conditions were evaluated in terms of comprehension and reading rate. Among the major conclusions were that there were no advantages among any multiple reading condition for comprehension, indicating that all multiple conditions work equally well and that there is no need to stress the silent-oral condition. (Tables of study results and the classification scheme for oral reading are included.) (GW)

ED 163 422 CS 004 530

Hartman, Allan S. And Others
Massachusetts Statewide Educational Assessment 1977-78: Reading. Technical Report.
Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Sep 78
Note-328p.; For related document, see CS004531; Several pages of Appendix G may not reproduce well due to poor type
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Educational Accountability, *Educational Assessment, Elementary Secondary Education, *Program Evaluation, *Reading Achievement, *Reading Research, *Reading Skills, Research Methodology, *Test Interpretation
Identifiers-*Massachusetts
As part of a statewide (Massachusetts) evaluation in all areas of education, the reading assessment described in this report tested all 9- and 17-year-old students in 31 school districts in an effort to examine student performance statewide as well as in the individual educational regions and communities. The first four chapters of the report contain a summary of the design and methodology of the assessment, and the remaining chapters present detailed analyses of the following assessment results: statewide achievement results; a comparison of the state with the nation and the northeast region; year-to-year comparisons; achievement results for reporting groups; the results of the student questionnaire; the results of the principal questionnaire; and results of the survey of reading specialists. The report provides 24 tables and figures and seven appendixes of supporting documents for the assessment. (MAI)

ED 163 467 CS 204 513

Grant, Barbara M.

Literacy through Literature: A Cross-Cultural and Broad-Spectrum Approach to Reading and Writing Facility through Literature.

Pub Date-Mar 78
Note 10p.; Paper presented at the New Jersey Reading Teachers Association Conference (McAfee, New Jersey, March 10-12, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Childrens Books, *Composition Skills (Literary), *Creative Writing, Cross Cultural Studies, Elementary Education, Folklore Books, Language Arts, *Language Skills, Literature Appreciation, *Reading Development, World Literature, *Writing Exercises

This paper presents the concept of a cross-cultural and broad-spectrum approach to reading and writing that enables children to become involved with literature, encourages them to respond and produce, and motivates them to read and write. It includes sections on epic literature, books that explain natural phenomena and modern/future world phenomena, literary visual and auditory effects, and ways of incorporating images from color patterns and prints. In each instance, the author provides suggestions for reading and writing exercises that allow use of children's imaginations and permit new experiences with literary forms including mythology, science fiction, and poetic forms such as haiku. Specific books are cited as examples of the different kinds of literature for use by children. (TJ)

ED 163 536 CS 502 314

Mead, Margaret
New Lives to Old: The Effects of New Communication on Old Cultures in the Pacific. Paper No. 15.
Hawaii Univ., Honolulu. East-West Center.
Pub Date-Apr 76
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Anthropology, Change Strategies, *Communication (Thought Transfer), *Cross Cultural Studies, Cultural Differences, Cultural Interrelationships, Foreign Countries, Futures (of Society), *Global Approach, Nonwestern Civilization, *Social Change, *Sociocultural Patterns
Identifiers-*Papua New Guinea (Manus Island)
Since World War II the peoples of the Pacific Islands have changed rapidly from primitive isolated groups to social units that are in touch with the rest of the world. Because these changes have occurred within a short span of time, the island people, particularly the Manus, have provided the following anthropological data: a civilization can determine the direction that change will take; related elements must be changed simultaneously to assure the proper adjustment throughout the culture; change within the social organization precedes technological change; and planned change requires a model society for its foundation. For the technologically oriented systems of Russia and the United States, both seeking to impose their values on the world, the Pacific Islands offer small ecological models for the future that underline the importance of diversity, the dangers of uniformity and of assuming a model totally without discretion, and the possibility of economic blackmail if one culture controls an essential commodity. Even worldwide communication can permit the diversity of small groups and small languages if only the things that life, death, and communication depend upon are made uniform. (MAI)

ED 163 690 EC 112 618

Parham, Jerry D. And Others

Individual Program Planning with Developmentally Disabled Persons. Revised Edition. Workbook.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.; Social and Rehabilitation Service (DHEW), Washington, D.C.; Texas State Dept. of Mental Health and Mental Retardation, Austin.

Pub Date-77

Grant-16-P-56819/6; Available from-Research and Training Center in Mental Retardation, Texas Tech University, Lubbock, Texas 79409 ($4.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Developmental Disabilities, *Individualized Programs, *Instructional Materials, Program Development, Program Evaluation, *Program Planning, Staff Improvement, Workbooks

The instructor-free, empirically-based training package is designed to teach personnel at all levels to develop and implement individual program plans for severely handicapped, developmentally disabled persons in their own agencies. The package consists of a six-chapter trainee workbook (individual program planning and the interdisciplinary team, goals, objectives, strategies, evaluation, and application) which presents information as well as directions for proceeding through the exercises and provides the trainee with a permanent record of the training experiences and a reference source. An appendix provides references for further information, data on standards, background reports on a practice client, and suggested forms. (BD)

ED 163 715 EC 112 733

Newman, Murray A.

Child Abuse and Neglect Resources Demonstration (CANRED) Project. Final Report.

Texas State Dept. of Human Resources, Austin.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-31 Aug 78
Note-148p.; Print is faint on some pages and may not reproduce well in hard copy
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Abuse, *Data Collection, Needs Assessment, *Neglected Children, Program Descriptions, *Recordkeeping, Resources

The final report reviews activities of a federally funded 3-year project to develop and test a methodology for data collection regarding child abuse in Texas. Introductory sections review project activities, while the bulk of the document deals with regional pilot testing of two guides: the Procedural Guide for Needs and Resources Assessment, and the Procedural Guide for Resource Development and Coordination. Among results noted are that the procedures tested were considered to be a valid approach to identifying and serving the needs of abusive and neglectful families. Approximately one-half of the document is composed of four appendixes, including sample data collection instruments. (CL)

ED 163 761 FL 009 823

Akiyama, Michihiko

Negative Questions in Japanese-Speaking, English-Speaking, and Japanese-English Bilingual Children. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingualism, *Child Language, Children, *Comprehension Development, English, Japanese, *Language Development, Language Patterns, Language Research, Linguistic Performance, *Monolingualism, Negative Forms (Language), Preschool Children, *Psycholinguistics, Semantics, Syntax, Verbal Development
Identifiers-*Questions

A study was conducted to compare the relative performance on yes-no questions of bilingual and monolingual children and to discuss the relationship of semantic development and linguistic development, both in the bilinguals and monolinguals. Eighteen English monolingual, eighteen Japanese monolingual, and eighteen Japanese-English bilingual children, three, four, and six years old, were individually asked positive questions, corresponding negative questions, positive tag questions, and corresponding negative tag questions. All subjects were tested on comprehension of spatial terms and of passive sentences to check their general level of language development. It is concluded that the English answering system is more natural to young monolingual children and that bilingual children answer Japanese negative questions using the English way but have some difficulty in answering English negative tag questions. The performance of bilingual children in the two languages was not consistent with that of monolingual children in their respective languages. There is an implication that two separate linguistic systems do not work in an additive way in bilingual children. The relationship of semantic development to linguistic development in bilingual children is not identical with the relationship in monolingual children. (SW)

ED 163 250 CE 018 937

Common Core Curriculum for Vocational Education. Proceedings, California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-Nov 77
Note-174p.; For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Core Curriculum, *Curriculum Development, Curriculum Evaluation, Evaluation Criteria, Higher Education, Individualized Instruction, Learning Modules, *Performance Based Teacher Education, *Teacher Education Curriculum, Teaching Skills, *Vocational Education, Workshops

Proceedings of the third of three workshops held in conjunction with the development of thirty-four core curriculum modules for vocational teacher education are presented. Included are five workshop presentations: (1) An Overview of the Movement for Competency-Based Vocational Instruction (CBI)," by Glen Fardig; (2) The Nature and Characteristics of Individualized Instruction," by Sandra W. Miller; (3) Preparing Teachers to Install and Manage Competency-Based Vocational Programs," by Glen Fardig; (4) Performance-Based Teacher Education Materials from the Center for Vocational Education," by Glen Fardig; and (5) Review of the Vocational Education Curriculum Materials," by Terry Newell. In the appendixes are the following: program agenda; check list for review and evaluation of CBI materials; workshop evaluation form; a list of vocational teacher professional competencies essential to installing and conducting CBI; an annotated bibliography of CBI (Primary Version); a bibliography of recent curriculum materials for professional vocational teacher education; transparency masters used in the workshop presentations; and a list of workshop participants. (Proceedings of the other two workshops are CE 018 935-936; the core curriculum modules developed are CE 018 938-971). (JH)

ED 163 285 CE 018 972

Woodruff, Alan And Others

National Study of Vocational Education Systems and Facilities. Executive Summary.

Institutional Development Associates, Inc., Silver Spring, Md.; Westat Research, Inc., Rockville, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Oct 78
Contract-300-76-0315
Note-20p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 973-975 ; Prepared in collaboration with Financial Systems Planners, Inc.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Policy, *Facility Utilization Research, Federal Aid, Federal Legislation, Federal Programs, Federal State Relationship, Financial Support, Money Management, National Surveys, *Organization, Postsecondary Education, *Program Administration, Program Evaluation, Secondary Education, *State Agencies, State Government, Systems Analysis, *Vocational Education

A national study was conducted to accomplish three objectives: (1) describe the organization and governance of state and local agencies and delivery systems for vocational education; (2) describe the basic provisions by which the capital and operating costs of vocational education are funded; and (3) describe the status of the nation's vocational education system in terms of capacity, services, accessibility to students, and the adequacy, condition, and level of utilization of its facility resources. Data were secured through interviews with state directors of vocational education and executive officers of other state agencies responsible for vocational education programs, and through a mailed survey (with telephone follow-up) of all public secondary and free-standing, two-year postsecondary institutions having facilities for five or more different vocational programs. Findings include the following: state governance structures for vocational education may be characterized by ten different categories of broad structures, five different classes of administrative units, and five different levels of authority over institutions; vocational education institutions and delivery systems may be classified by six types of institutions, four different classes of single and multidistrict services, and thirteen different types of program administration units; vocational programs may be financed from four primary sources; and the location of institutions having five or more different programs does not reflect the distribution of the population. Further examination of the relationship between federal requirements and state policies, practices, and statutes is recommended. (Also available are the following related volumes: vol. I, Technical Report CE 018 973 ; vol. II, State Vocational Education System Descriptions CE 018 974 ; and vol. III, Methodology Report CE 018 975 .) (JH)

ED 163 352 CG 013 051

Vriend, John

Working with Youth in a Group Setting; A Training Model. A Higher Education Training Monograph.

Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No.-MDHES-16
Pub Date-Sep 78
Grant-DL-31-26-74-05
Note-62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Counselors, *Counselor Training, *Group Counseling, Guides, *Helping Relationship, Higher Education, Inservice Education, Job Skills, *Skill Development, *Youth

This 15-hour training module is directed toward CETA counselors, interviewers, trainers, and related service deliverers whose client populations are youth, adolescents and young adults. The purpose of the program is to help trainees upgrade their small group skills. Group training experiences are based on the Personal Mastery Counseling approach. Topics covered include: theoretical background on effective counseling; client preparation for group counseling; priority-based decisions as to counseling focus; behavioral change goals; beginning counseling groups; counseling skills; group counselor interventions; and group structures. Each trainee will experience being a counseling group member, co-lead a group, and receive group-skill upgrading reading materials. Training methods include: lecturettes, counseling groups, demonstrations, simulations, group discussion, and exercises involving subgroups. (Author/JLL)

ED 163 445 CS 004 554

Rakes, Thomas A. McWilliams, Lana J.

A Comparative Study of Informal Group Assessment Procedures and Standardized Reading Test Performance.

Pub Date-78

Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Students, *Comparative Analysis, Evaluation Methods, Higher Education, *Informal Assessment, Reading Diagnosis, Reading Instruction, *Reading Research, *Reading Tests, *Standardized Tests

The results from two informal measures (a cloze test and a group reading inventory and a standardized reading test were compared in a study of instruments available for measuring adult reading performance. The three instruments were administered to 158 undergraduates enrolled in reading improvement classes. From this group, 75 subjects were randomly selected for analysis. The resulting data indicated that, in general, both a cloze test and a group reading inventory accurately discriminate levels of adult reading performance. The results suggest that the two informal measures, when used with adults, may provide appropriate alternatives to standardized tests. (FL)

ED 163 490 CS 204 561

Gantt, Walter
Black Dialect: Myth and Reality.
Pub Date- 77
Note-20p.; Study prepared at the University of Maryland
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Dialects, *Black Youth, Elementary Education, Kindergarten Children, Language Patterns, *Language Research, *Language Usage, Nonstandard Dialects, Reading Achievement, Socioeconomic Influences, Speech Communication, *Standard Spoken Usage, *Urban Language
Based on transcribed conversations with black children in kindergarten and the intermediate grades, a study was devised to determine whether black urban children from lower socioeconomic areas speak a systematic, consistent form of nonstandard English, and if so, to provide a syntactical analysis of the dialect of nonstandard speakers. Speech samples from five groups of black children (kindergarten children, low achieving readers, better achieving readers, lower socioeconomic children, and higher socioeconomic children) were coded and tabulated according to the frequency and relative percentage of use of seven standard and eight nonstandard speech characteristics. No support was found for the notion that black nonstandard English was used consistently or that it provided a separate dialect. There was considerable overlapping in the use of both standard and nonstandard speech in the groups, and standard usage was dominant. (A transcribed and coded speech sample and the guide for interpreting speech characteristics are appended.) (MAI)

ED 163 559 CS 502 348

Floren, Leola
The Camera Comes to Court.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-396
Pub Date-Oct 78
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Civil Liberties, *Court Doctrine, *Court Litigation, *Courts, *Electronic Equipment, Ethics, Journalism, *Legal Problems, News Media, *News Reporting, Photography, Television, Video Equipment
After the Lindbergh kidnapping trial in 1935, the American Bar Association sought to eliminate electronic equipment from courtroom proceedings. Eventually, all but two states adopted regulations applying that ban to some extent, and a 1965 Supreme Court decision encouraged the banning of television cameras at trials as well. Currently, some states or courts allow television coverage with varying kinds of limitations. Some courts have used electronic equipment for their own purposes, including recording testimony, videotaping police line-ups, and using closed-circuit television to allow spectators to watch a trial from outside the courtroom, while other jurisdictions continue to ban all photography and television. Changes in equipment have made it possible to videotape, audiotape, televise, or photograph court proceedings with little disruption. Some regulatory bodies have concluded that recording the proceedings of appellate courts is acceptable, but since the effect of electronic equipment on people in trial situations is unknown, those courtrooms must be kept clear of potential distractions. (TJ)

EA

ED 163 580 EA 011 054

Sanders, Jean E.

Educational Service Centers: Some Policy Implications for Massachusetts. Part I.

Merrimack Education Center, Chelmsford, Mass.
Pub Date-May 77
Note-22p.; Not available in paper copy due to marginal legibility of original document ; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Centralization, *Cooperatives, *Delivery Systems, Educational Policy, *Education Service Centers, Elementary Secondary Education, *Regional Cooperation, Resource Allocations, *School District Autonomy, School Organization, Special Education, State Federal Aid, State Legislation, *State School District Relationship, Supplementary Educational Centers
Identifiers-*Massachusetts

In New England, school districts often look toward cooperative agreements as alternatives to further consolidation or "bigness." Cooperatives and collaboratives in Massachusetts are viewed as a politically acceptable alternative to further reorganization through consolidation. The emergence of collaboratives and the enactment of six regional education centers has altered considerably the pattern of distribution of authority between state and local agencies. The collaboratives are in competition with the regional education centers and with the local education agencies for state and federal funds. The history of collaboratives is traced and their areas of conflict with state and local agencies are discussed. Proposed legislation concerning collaboratives is presented. Areas of increasing conflict are projected for the future when, because of dwindling resources, the state attempts more centralization of services. (Author/MLF)

ED 163 602 EA 011 080

Student Council Handbook.
National Association of Secondary School Principals, Reston, Va.
Pub Date-75
Note-98p.
Available from-The National Association of Secondary School Principals, Office of Student Activities, 1904 Association Drive, Reston, Virginia 22091 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Committees, Elementary Secondary Education, Evaluation Methods, *Guides, Manuals, Parliamentary Procedures, *Student Government, Student Leadership, Student Projects

This guide is intended to help student councils better represent students and improve school life. An introductory chapter presents a short history of student councils beginning with the formation of the National Association of Student Councils in 1931. Chapter 1 outlines responsibilities of a student council and its relationship with students, its advisor, the principal, the faculty, and the school board. Chapter 2 reviews election procedures including nomination procedures, campaign rules, voting procedures, and installation of officers and representatives. The third chapter lists the responsibilities of members and of each officer. The steps required for planning and evaluating projects are listed in Chapter 4. Chapter 5 explains how student council committees work, including organization, group dynamics, and leadership. The sixth chapter presents parliamentary procedures and alternatives to them such as informational conferences, round table discussions, panel discussions, symposiums, and buzz groups.'' The final chapter outlines the necessary components of constitution and bylaws. A lengthy appendix contains forms and procedures used by student councils, a list of typical student council projects, and model bylaws. (JM)

ED 163 624 EA 011 104

The Basics Controversy.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 4 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-*Academic Education, Annotated Bibliographies, *Basic Skills, *Conventional Instruction, Discipline, Educational Alternatives, Teacher Role, Traditional Schools
Identifiers-*Back to Basics

This chapter of "The Best of the Best of ERIC," Volume 2, contains 15 summaries of documents and journals on the back-to-basics controversy, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of the topic, such as the history and scope of the back-to-basics movement, curricular and instructional attributes, and social and political and educational nexus. (PKP)

ED 163 192 CE 018 421

Gaffney, Michael J. And Others

A National Study of State and Outlying Area Statutes and Regulations Related to Contracting with Private Vocational Training Sources for Vocational Instruction.

National Foundation for the Improvement of Education, Washington, D.C.
Spons Agency-Educational Testing Service, Princeton, N.J. Education Policy Research Institute.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-286p.; Some pages in this document will not reproduce well due to faint or broken type
EDRS Price MF-$0.83 HC-$15.30 Plus Postage.
Descriptors-Accreditation (Institutions), *Contracts, Educational Finance, *Educational Legislation, Educational Policy, Federal Aid, *Federal Legislation, Federal State Relationship, Master Plans, National Surveys, *Private Schools, School Law, *State Legislation, State Standards, Statewide Planning, *Vocational Education, *Vocational Schools

In the Vocational Education Amendments of 1968, Congress authorized the use of federal vocational education funds for contracting with private vocational training institutions for vocational instruction. A study was conducted to determine the extent to which various state statutes and regulations can be construed to authorize or prohibit such contracting in each of the fifty states, the District of Columbia, and the outlying American territories. Information was collected from the following sources: federal law and regulations, state statutes and regulations, and fiscal year 1977 State Plans for Vocational Education. A profile was then developed for each state and outlying area. Although the study was limited by its neglect of factors such as the effect of judicial decisions on authorizing or prohibiting such contracting, it was able to draw the following conclusions: (1) federal statutes and regulations permit such contracts when reasonable justification for them exists; (2) state laws and regulations vary from granting expressed authority to only implying such authority; and (3) a small number of state constitutions restrict the use of public funds for such contracts; and (4) forty-four state plans provide for such contracts despite existing state laws. Also reviewed in the study were the state laws governing the licensing and minimum standards for private vocational training sources. (The appendix contains the state profiles and is organized into six categories based on the clarity of the authorization or prohibition of such contracts.) (ELG)

ED 163 229 CE 018 901

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume II: Aide/Orderly.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-35p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis
Identifiers-*Medical Aides, *Orderlies
An analysis of survey responses from a sample of aides/orderlies on competency characteristics for their occupation is presented in this document. (Aide/orderly is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available see CE 018 900-916.) (JH)

ED 163 328 CG 013 013

Bitters, Barbara A.
Freedom for Individual Development: Trainer's Guide.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-G007604968
Note-69p.; For related documents see UD 018 636, CG 013 018-020
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Behavior Change, *Discriminatory Attitudes (Social), Guides, *Inservice Education, Professional Training, Program Evaluation, *Sex Stereotypes, *Teacher Attitudes, Trainers, *Womens Studies
Identifiers-*Wisconsin
The trainers guide was developed to facilitate the implementation of four inservice training modules by local educational agency personnel. The modules are separate but an overview and descriptions of audience, objectives, organization and process are provided for (1) school/community relations, (2) vocational education, (3) teaching methods, (4) counseling and guidance. Questions and answers are provided for trainers regarding program organization, trainers' responsibilities, evaluation of the module and resources available to the participants. (BN)

ED 163 513 CS 204 590

Dorenkamp, Angela G.
Writing and Other Disciplines: Reaching Reluctant Learners.
Pub Date-78
Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Composition (Literary), Educational Trends, *English Instruction, Higher Education, Individualized Instruction, *Instructional Programs, *Interdisciplinary Approach, Writing Skills
Although traditional composition instruction has moved from an emphasis on skill practice for writing in other disciplines to an emphasis on writing as a personal communication process, the increasing demands for clear technical writing and the current attacks on jargon require that English departments further define and outline composition courses that stress personal written expression in clear, concise language. For an effective composition program that is respected & separate by other disciplines, the following are prerequisites: a professional writing teacher heads the program; a newsletter permits necessary communication with the other disciplines and serves as a teaching device; substantiated ideas provide the basis for the initial instruction; individualized instruction utilizes clear and simple prewriting and writing activities; and composition exercises are separate from all technical writing for other courses. (MAI)

ED 163 648 EA 011 133

Marcovich, Stephen

U.S. Educational Forecast: Enrollments and Expenditures 1978-1982. First Edition.

Market Data Retrieval, Westport, Conn.
Pub Date-78
Note-173p.
Available from-Market Data Retrieval, Inc., P.O. Box 510, Westport, Connecticut 06880 ($49.50)
Document Not Available from EDRS.
Descriptors-Audiovisual Aids, Building Operation, Declining Enrollment, Early Childhood Education, Educational Administration, Educational Research, *Elementary Secondary Education, *Enrollment Projections, *Expenditures, *Instructional Materials, Library Expenditures, *National Surveys, *Operating Expenses, School Maintenance, Statistical Surveys, Tables (Data), Teacher Salaries, Textbooks, Workbooks

This report forecasts U.S. public school enrollments and instructional and operations expenditures by state for each year from 1978 to 1982. Enrollment predictions are for preprimary and kindergarten, elementary, secondary, special education, and ungraded classes. Instructional expenditures include textbooks and workbooks, library materials, audiovisual materials, and teaching supplies. Operation expenditures include administration, classroom teachers' salaries, plant operation and maintenance, total net current expenditures, and grand total expenditures. The report also predicts that, nationwide, public elementary-secondary school enrollment will decrease from 43.6 million in 1978 to 41.5 million in 1982. Expenditures for total instructional materials will increase from $2.1 billion in 1978 to $2.5 billion in 1982, an increase of slightly over 4 percent per year, which falls short of the current inflation rate. Expenditures for total school operations are more in line with the projected inflation rate. Enrollment in eight states will increase during the forecast period. These states are Alaska, Colorado, Hawaii, Oregon, Tennessee, Texas, Utah, and Washington. In the remaining forty-two states enrollments will decline. Nationally expenditures for teaching supplies will grow faster than expenditures for other types of instuctional materials, followed by expenditures for textbooks and workbooks. (Author/JM)

ED 163 669 EC 112 428

Hollander, Elaine K., Ed. Soloyanis, George, Ed.
Proceedings of the Second International Seminar on Vocational Rehabilitation for Mentally Retarded Persons.
American Association on Mental Deficiency, Washington, D.C.
Spons Agency-Office of Human Development (DHEW), Washington, D.C.
Pub Date-78
Note-101p.; Small print may be marginally legible
Available from-American Association on Mental Deficiency, 5101 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($5.50)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Employment, *Evaluation Methods, *Foreign Countries, Horticulture, Legislation, *Mentally Handicapped, Normalization (Handicapped), *Professional Training, Program Descriptions, Research, *Research Methodology, Seminars, Sheltered Workshops, Social Attitudes, Vocational Education, *Vocational Rehabilitation
The book contains the proceedings of the Second International Seminar on Vocational Rehabilitation for Mentally Retarded Persons, held in 1976. The latest advances in the field are discussed by representatives from 25 foreign countries who are actively involved in rehabilitation research or who work in areas closely related as investigators, administrators, or trainers of rehabilitation workers. Topics discussed include the conduct of research, innovative programming emphasizing the normalization concept. training of personnel, and the evaluation and assessment of programs. (Author/DLS)

ED 163 738 EC 112 832

Jones, Michael A.
Accessibility Standards, Illustrated.
Illinois State Capital Development Board, Springfield, Ill.
Pub Date-Jun 78
Note-405p.; Photographs and drawings may not reproduce clearly
Available from-Michael Jones, Illinois Capital Development Board, 3rd Floor, William G. Stratton Building, 401 S. Spring Street, Springfield, Illinois 62706 (Free)
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-*Architectural Barriers, Architectural Elements, Aurally Handicapped, Building Design, Building Improvement, Building Materials, *Design Needs, Facility Requirements, *Handicapped, Handicapped Children, *Physically Handicapped, *Standards, State Standards, Visually Handicapped
Identifiers-*Illinois
The book sets forth Illinois environmental accessibility standards for disabled persons based on observation and interview data. Photographs, drawings, and detailed floor plans are included in sections dealing with human data (including space requirements for maneuvering wheelchairs, color blindness, incontinence, and severe auditory or visual impairment); site development (including curb ramps, parking, and landscaping); building elements (such as entrances and doorways, elevators, communication and identification systems, and ground and floor surfaces); and building products (including supports and plumbing fixtures). Additional requirements for such specific building types as hotels, educational buildings, transportation terminals, and restaurants are considered. (CL)

ED 163 210 CE 018 586

Auto Parts Testbook.
California State Dept. of Education, Sacramento. Bureau of Industrial Education.
Pub Date-78
Note-46p.; For a related document see ED 156 925 ; Parts may be marginally legible
Available from-California State Department of Education, State Education Building, 721 Capitol Mall, Sacramento, California 95814 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Auto Parts Men, Distributive Education, Employee Responsibility, Facility Inventory, *Merchandising, *Multiple Choice Tests, *Objective Tests, *Salesmanship, Student Evaluation, Trade and Industrial Education

This testbook contains objective (multiple choice) tests covering each topic in the companion Auto Parts Workbook (see note). The book is arranged so that each section can be detached and given to the student as the test subjects are covered in class. (Answers are not included.) There are an average of ten questions for each of six units. Unit A, scope and opportunity, covers the auto parts industry and opportunities in the field. Unit B, areas of responsibility, includes filling and shipping orders, receiving, bin arrangements and stock maintenance, pickup and delivery, introduction to counter sales, the shop counter, and the machine shop and related sales. Unit C, cataloging systems, tests student knowledge of factory parts systems and jobber and independent systems. Unit D, inventory and control, covers inventory systems, stock control, and ordering and purchasing. Unit E, counter sales, includes parts terminology, divisions of counter work, customer relations, and how to sell. Unit F, displays, tests the areas of display merchandising, reasons for displays, and ways to use displays. Prefatory notes discuss the importance of confidentiality and ways to modify or supplement the test materials. (CT)

ED 163 304 CG 012 967

Plant, Walter T. Smith, Betsy R.

Women and Men: Are They Meaningfully Different in Vocational Interests?

Pub Date-Apr 78

Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Guidance Counseling, *Predictive Ability (Testing), *Predictor Variables, Research Projects, *Sex Differences, Statistical Analysis, *Test Validity

Identifiers-*Strong Campbell Interest Inventory

Few meaningful sex differences will be reported if investigators go beyond the reporting of statistical significance to determine the indices of experimental effect size. Techniques for obtaining this type of information include the calculation of d and the estimate of omega squared, which indicate the advisability of continuing a line of investigation. The data gathered on 303 women and 198 men resulted in conventional estimates for significance, but when omega-squared scores were calculated, only about four percent of the variance in scores on several measures of interests, attitudes, values and personality could be assigned to the sex variable alone. This information may be of value in the interpretation of counseling instruments as well as theory building about sex-role development. (BN)

ED 163 377 CG 013 151

Stambul, Harriet B. Armor, David J.
Outcomes in Alcoholism Treatment.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-5845
Pub Date-Aug 77
Note-43p.; Pages 39-43 may not reproduce clearly due to type
Available from-The Rand Corporation, Santa Monica, California 90406 ($3.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Alcoholism, Behavior Change, *Drinking, *Evaluation Criteria, *Objectives, *Social Behavior, State of the Art Reviews, *Theories

Alcoholism researchers in the past 35 years have emphasized abstinence as the major criterion of treatment success. In recent years, however, this emphasis has been questioned and from the current debate over treatment goals and outcome measures at least two areas of controversy have emerged. The first, called the "abstention-moderation" controversy, questions whether some alcoholics can return to and maintain normal or controlled drinking, and discusses the implications of this outcome for treatment goals. The second involves the broadening of outcome measures to include a wide spectrum of social and psychological behavior, including attitudes and self-concept, job and marital stability, and earnings or income from employment. Research on various aspects of these two areas has been conducted, but a resolution of the conflicts has not yet emerged. (Author/BP)

ED 163 400 CS 004 473

Clark, Charlotte Rose

A Comparative Study of Young Children's Ease of Learning Words Represented in the Graphic Systems of Rebus, Bliss, Carrier-Peak, and Traditional Orthography. Research Report No. 107.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 77
Contract-300-76-0036
Note-177p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Beginning Reading, Early Childhood Education, *Learning Processes, *Orthographic Symbols, Preschool Children, *Reading Research, *Word Recognition

Thirty-six nonreading children aged four and five years old participated in a study comparing the ease of learning words represented in traditional orthography (T.O.) and in three logographic systems: Carrier-Peak, Bliss, and Rebus. (The Carrier-Peak symbols, normally moveable abstract shapes, were converted to graphic form for the study.) The subjects, randomly selected from four day care centers in a midwestern metropolitan area, were assigned to one of four experimental conditions: Carrier-Peak, Bliss, Rebus, or T.O. Fifteen words, randomly selected from the pool of 26 words common to all four graphic systems, were presented to subjects in individual 15-minute sessions in which they were shown the words on stimulus pages, told what they were, and then asked to say them as the examiner pointed to them on response pages. Analysis of the results indicated that the three logographic systems were significantly easier to learn than T.O., that the partially iconic logographies (Bliss and Rebus) were significantly easier to learn than the noniconic logography (Carrier-Peak), and that the Rebus system was significantly easier to learn than the Bliss system. (The treatment pages used with all four groups are reproduced.) (GW)

ED 163 423 CS 004 531

Hartman, Allan S. And Others

Massachusetts Statewide Educational Assessment 1977-78: Reading. Summary and Interpretations.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Sep 78
Note-73p.; For related document, see CS004530
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Educational Accountability, *Educational Assessment, Elementary Secondary Education, *Program Evaluation, *Reading Achievement, *Reading Research, *Reading Skills, *Test Interpretation
Identifiers-*Massachusetts

As part of a statewide (Massachusetts) evaluation in all areas of education, the reading assessment summarized in this report tested all 9- and 17-year-old students in 31 school districts in an effort to examine student performance statewide as well as in the individual educational regions and communities. This report contains the following information: an overview of the assessment, including a description of the measurement instruments, test administration, sampling design, results, and interpretive activities; a report of statewide results by region; a comparison of Massachusetts results with the nation and the northeast region; a comparison of total test achievement by reporting groups; highlights of the principal and student questionnaires; and a discussion of the interpretations and recommendations of the assessment. Twelve data tables are provided, and appendixes identify regions and kinds of communities in the state's school districts and display item results by reporting group. (MAI)

ED 163 446 CS 004 557

Mosenthal, Peter

Children's Metacognitive Reproductive and Reconstructive Comprehension in Listening, Reading Silently, and Reading Aloud: A Problem of Psychosocial Development.

Pub Date-Dec 77

Note-21p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Age Differences, *Cognitive Processes, *Comprehension Development, Elementary Education, Grade 3, Grade 6, Language Research, Linguistic Competence, *Listening Comprehension, Reading Ability, *Reading Comprehension, *Reading Research, Self Concept

Metacognition refers to an individual's knowledge concerning his/her own cognitive processes. Children's metacognitive strategies were examined in a study predicated upon R.J. Spiro's hypothesis that subjects tend to reproduce (literally recall) text information in formal situations and to reconstruct (inferentially recall) it in informal situations. Twenty third graders and 20 sixth graders individually performed listening, oral reading, and silent reading tasks in both formal and informal instruction conditions. The results tended to support Spiro's hypothesis. In general, sixth graders employed metacognitive strategies that yielded reproductive comprehension in the formal condition and reconstructive comprehension in the informal condition; however, the difference in reproduction and reconstruction between instruction conditions was absent for third graders. (FL)

ED 163 468 CS 204 518

Abbott, Eric A.

Effects of a Year-Long Newspaper Energy Series on Reader Knowledge and Action.

Pub Date-Aug 78
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Energy, *Energy Conservation, Information Dissemination, *Knowledge Level, Media Research, *Newspapers, Surveys

The effects of a year-long newspaper series about energy on peoples' knowledge and actions were assessed in a Wisconsin study. The series consisted of 20 full-page newspaper articles, which appeared at intervals of from three to five weeks. Results, based on responses to a 16-item knowledge test mailed to newspaper subscribers and nonsubscribers before and after the series appeared, showed that newspaper subscribers increased their scores significantly from 1976 when the series began to 1977, that nonsubscribers did not increase their scores significantly, and that those who remembered reading at least one article from the series increased their scores by more than those who did not remember reading an article. Examination of specific test items showed that persons who both received the pretest questionnaire and saw the series of articles generally received the highest scores on the posttest, suggesting that questionnaire sensitization was a factor in the study. Scores both before and after the series were found to increase as educational level increased, and younger readers learned more from the series than older readers. No specific changes in respondents' energy-related actions could be linked directly to the reading of the series articles. (GW)

ED 163 625 EA 011 105

Classroom Discipline.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 5 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies, Behavior Change, *Class Management, Classroom Environment, *Discipline, *Discipline Problems, Elementary Secondary Education, Principals, *Punishment, Student Teacher Relationship, Teacher Role

This chapter of "The Best of the Best of ERIC," Volume 2, contains 16 summaries of documents and journals on classroom discipline, all of which are indexed in either "Resources in Education" or "Current Index to Journals in Education." The materials included deal with various aspects of the topic, such as the use of behavioral modification and contingency management in classroom discipline, discipline problems in urban schools, techniques for coping with disruptive behavior in the classroom, and the principal's role in improving classroom discipline. (PKP)

ED 163 691 EC 112 619

Hayden, Alice H. And Others
Effectiveness of Early Education for Handicapped Children. Final Report No. 76-91.
Washington Univ., Seattle. Child Development and Mental Retardation Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-30 Oct 77
Contract-300-76-0518
Note-87p.; Print is poor and may not reproduce well in hard copy
EDRS Price MF-$0.83 HC-$4 67 Plus Postage.
Descriptors-Academic Ability, *Academic Achievement, *Cognitive Development, Exceptional Child Research, *Handicapped Children, Preschool Education, *Preschool Programs, Scores, *Special Programs, *Student Placement

The findings of this study were obtained by locating, in the post-preschool setting, 116 preschool graduates previously diagnosed as handicapped. Their past ability status, present ability and achievement status, and current demographic status were documented. These data were analyzed to determine the extent to which the benefits of the preschool experience were maintained following preschool and the variables which were most beneficial to maintaining these benefits. The following three criteria were used to determine if these benefits were maintained: class placement (regular vs. special education); gain scores (cognitive and receptive language); and achievement performance in relation to a contrast group of Ss with no preschool background. The results suggest that benefits of the preschool experience were maintained as evidenced by the following data: 34% of the graduates are now keeping pace with peers in regular education program; cognitive growth gains achieved during preschool were maintained in the post-preschool setting; in all achievement areas, when compared to a contrast group, pretest scores were significantly higher and most, though not all, posttest scores were significantly higher; and variables which most influenced the maintenance of benefits were diagnosed handicapped condition and rate of

ED 163 716 EC 112 734

Kelley, Jerry D. And Others

Therapeutic Recreation Education: Guidelines for a Competency-Based Entry-Level Curriculum.

National Recreation and Park Association, Arlington, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007602993
Note-187p.; For related information, see EC 112 736
Available from-National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209 ($9.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum Guides, Group Dynamics, *Handicapped Children, *Objectives, *Performance Based Education, Physical Recreation Programs, *Recreation, Recreational Activities
Identifiers-*Therapeutic Recreation

The book contains guidelines for a competency-based entry-level curriculum in therapeutic recreation. An introductory session discusses the rationale for and process of developing a competency-based curriculum. Suggested learning activities and performance criteria are listed for each objective in the following 10 modules: philosophical and theoretical foundations; normal human growth and development; orientation to disability groups; programming and evaluation of therapeutic recreation services; introspection and communication; group dynamics and leadership; activity analysis, selection, adaptation; professionalism; and roles and functions of related disciplines and interprofessional relationships. (CL)

ED 163 174 CE 017 966

Stitt, Thomas R. And Others
Standards for Quality Agricultural Occupations Programs as Validated by the Agricultural Occupations Teachers in the Secondary and Area Vocational Centers of Illinois. Part I and Part II. Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.; Illinois Univ., Urbana. Div. of Agricultural Education.; Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.
Spons Agency-Southern Illinois Univ., Carbondale.
Pub Date-Jun 78
Note-191p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Agricultural Education, Agricultural Occupations, Area Vocational Schools, *Data Analysis, *Data Collection, Horticulture, Metropolitan Areas, Postsecondary Education, Program Content, Program Design, Program Development, *Program Validation, Questionnaires, Secondary Education, *State Standards, Tables (Data), Teacher Characteristics, Teacher Qualifications, Vocational Agriculture Teachers
Identifiers-*Illinois, Illinois Standards Project
This report details the process of the Illinois Standards Project to develop, adopt, and implement standards of quality for agricultural occupation programs at both the secondary and postsecondary levels throughout Illinois. Part I, standards for quality programs in area vocational centers excluding metropolitan areas, is divided into three sections. The introduction gives historical settings of the project, the

ED 163 230 CE 018 902

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume III: Dental Assistant.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007603320
Note-55p.; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cluster Grouping, *Data Analysis, *Dental Assistants, *Health Occupations, *Job Analysis, *Job Skills, Occupational Clusters, *Task Analysis
An analysis of survey responses from a sample of dental assistants on competency characteristics for their occupation is presented in this document. (Dental assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action,

ED 163 268 CE 018 955

Bain, William

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-4: Conference Leadership.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-61p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Conferences, *Core Curriculum, Higher Education, Leadership Training, Learning Activities, Learning Modules, Performance Based Teacher Education, Planning, *Teacher Education Curriculum, *Vocational Education

This module on conference leadership is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, seven lessons are presented: (1) leadership and its techniques; (2) conference planning topic selection; (3) conference planning personnel selection; (4) conference planning program format; (5) facility selection and arrangements; (6) conference evaluation; and (7) leading a session. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters

ED 163 329 CG 013 014

Severson, Donald W. And Others
Wisconsin Career Guidance Model, 1977-1978.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date-78
Note-38p.; For related documents see CG 013 177
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Awareness, *Career Choice, *Career Education, Elementary Secondary Education, Manpower Development, Models, *Occupational Guidance, Program Development, *Social Behavior, *Vocational Education
Identifiers-*Wisconsin
Critical elements of career development may be ignored unless systematic intervention is planned. The objectives to be achieved in the Career Guidance Model are grouped into five phases: (1) awareness of self and society with individual orientation/attitudes; (2) awareness of self-in-society; (3) individual selection orientation/valuing; (4) social planning; and (5) action behavior. The model may be used to evaluate effectiveness of current educational practices, to determine how to better organize existing practices, and to identify needed additional inputs. Included are synopses of theoretical publications concerning career choice and a bibliogrpahy of articles regarding the schools' responsibilities for career preparation. (BN)

ED 163 353 CG 013 052

Brown, Robert W.

Human Relation Skills in Counseling. A Higher Education Training Monograph.

Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No.-MDHES-15
Pub Date-Sep 78
Grant-DL-31-26-74-05
Note-75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Counselors, *Counselor Training, Guides, *Helping Relationship, Higher Education, *Human Relations, Inservice Education, Job Skills, *Sensitivity Training, *Skill Development

The purpose of this training module is to assist participants in acquiring high-level basic counseling skills. Specifically, trainees will master those skills crucial to the four Carkhuff stages of basic helping. The ultimate purpose is to help counselors involved in Manpower Programs upgrade their interpersonal human relations/basic counseling skills, and thereby to provide pertinent counseling services to program participants. Topics covered in training include: goals and outcomes of the counseling process; four stages of helping as described by Carkhuff and Egan; skills necessary to accomplish the four stages; effective attending skills; effective responding skills; and advanced empathy skills. Training methods include: lecturette, small group and dyad interaction, simulation, trainer demonstrations, exercises, and discussions. Trainees will have "hands-on" experience with the skills.

ED 163 491 CS 204 562

Kofke, Crystal L.
Eliminating Sex Bias in Textbooks and Educational Materials.
Colorado Univ., Denver.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, Equal Education, Females, Guidelines, *Instructional Materials, *Language Usage, Nondiscriminatory Education, Reading Materials, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, *Textbook Bias, *Textbook Evaluation, Textbook Selection

Prepared for those interested in providing nonsexist education, this guide offers information pertaining to sexism in textbooks and educational materials. Parts one and two contain a discussion of ways to identify forms of bias and provide guidelines for eliminating sex bias and for analyzing content and language usage in educational materials. Part three offers suggestions for the use of existing sex-biased materials, including a writing and rewriting exercise designed to help educators make decisions about the best way to handle sexism in materials, and suggested responses to the exercise. The guide also contains a list of selected resources about sexism. (FL)

ED 163 514 CS 204 591

Overbeck, Wayne

Protecting Student Press Freedom by State Law: The Experience in California.

Pub Date-Aug 77
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977) ; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Role, *Censorship, *Court Litigation, Federal Court Litigation, *Freedom of Speech, Journalism, *School Newspapers, Secondary Education, *State Legislation, *Student Publications, Student Rights
Identifiers-*California, California (Los Angeles)

Following "Tinker vs. Des Moines Community School District," the United States Supreme Court decision that assured First Amendment rights to secondary school students and teachers, California began experimenting with statutory guarantees of free expression for students at the high school and community college levels. Decisions issued by several federal circuit courts of appeal have freed students from regulations allowing arbitrary prior censorship although none of these cases specifically applied to official school newspapers. In 1971, the California Legislature set forth freedom of expression guarantees for

ED 163 537 CS 502 315

Kincaid, D. Laurence And Others

Mothers' Clubs and Family Planning in Rural Korea: The Case of Oryu Li. Case Study No. 2.

Hawaii Univ., Honolulu. East-West Center.
Pub Date-Jul 78
Note-84p.; Several figures may not reproduce well due to small type
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), Economic Development, *Family Planning, Foreign Countries, Information Theory, *National Programs, Population Education
Identifiers-*Communication Research, *Korea

The Korean Mothers' Club Program, a large national program of family planning that relies strongly on existing channels of interpersonal communication at the village level for its success, is reviewed in this monograph. The efforts of one such club to help an extremely poor village, Oryu Li, to achieve a large measure of pride, confidence, and economic growth are detailed. Appendixes contain comparative case studies of two Mothers' Clubs and an interview with the leader of the Oryu Li club. (FL)

ED 163 603 EA 011 081

Northrup, Herbert R. And Others

The Objective Selection of Supervisors. A Study of Informal Industry Practices and Two Models for Improved Supervisor Selection. Manpower and Human Resources Studies No. 8.

Pennsylvania Univ., Philadelphia. Wharton Industrial Research Unit.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Grant-DL-21-42-75-01; Available from-Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19104 ($25.00)
Document Not Available from EDRS.
Descriptors-*Administrator Selection, Disadvantaged Groups, *Industrial Personnel, Minority Groups, Personnel Policy, *Promotion (Occupational), Research, *Supervisors, Testing
Identifiers-Civil Rights Act 1964

This volume presents results and implications of two studies focusing on methods of selecting foremen and reasons for selection to supervisory posts. The studies were designed to determine what obstacles prevent the upgrading of disadvantaged personnel and whether the disadvantaged could achieve supervisory positions if objective upgrading systems were used. In each case, results of the study had wider implications than expected.

ED 163 251 CE 018 938

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category A: Introduction to Vocational Education. A-1: History, Philosophy, and Trends in Vocational Education.

California State Univ., Fresno.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
Pub Date-78
Note-24p.; Not available in hard copy due to print size and density. For related documents see CE 018 935-971
Available from-Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Core Curriculum, *Educational History, *Educational

ED 163 560 EA 010 400

Mazzarella, Jo Ann

Alternative Schools. ACSA School Management Digest, Series 1, Number 13. ERIC/CEM Research Analysis Series, Number 40.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-78-0007
Note-49p.
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($2.75 nonmembers; $1.75 for ACSA members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Alternative Schools, Educational Administration, Educational Alternatives, Elementary Secondary Education, House Plan, Individualized Curriculum, *Literature Reviews, Open Education, *Program Descriptions
Identifiers-Basic Schools, Free Schools, Magnet Schools, Minischools, Schools Without Walls

ED 163 581 EA 011 055

Tolliver, James H.
University-Community Based Group Home for Youth. A Proposal. Working Draft.
Pub Date-25 May 76
Note-67p.; Prepared for the Dean of Education
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Delinquents, *Disadvantaged Youth, Family Environment, Group Dynamics, *Group Experience, Guidance Objectives, Higher Education, Individualized Programs, Interdisciplinary Approach, *Neglected Children, Program Proposals, Rehabilitation, *Rehabilitation Centers, School Community Relationship, Secondary Education, *Therapeutic Environment, Youth Problems
Identifiers-Maryland, *Morgan State University MD
The state of Maryland, and more specifically the Maryland State Department of Juvenile Services Administration, is confronted with the problem of finding homes for juveniles. The problem is basically centered around the issues of funding and geography in that the majority of citizens do not want institutions in their neighborhood. In an attempt to solve both of these problems, officials at Morgan State University and the Department of Juvenile Services (DJSA) explored the idea of a university-based group home. This proposal was written to

ED 163 670 EC 112 429

Carr, Edward G.
Acquisition of Expressive Sign Language by Autistic Children.
State Univ. of New York, Stony Brook.
Spons Agency-Public Health Service (DHEW), Washington, D.C.
Pub Date-Mar 78
Grant-5-S07-RR07067-11
Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March, 1978) ; Not available in hard copy due to light type; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Autism, Exceptional Child Research, *Expressive Language, Language Development, *Learning Processes, *Sign Language
The acquisition of expressive sign language was studied in four autistic children (ages 10-15 years). Ss were taught expressive sign labels for common objects using a training procedure consisting of prompting, fading, and stimulus totation. The signing of three of the Ss was found to be controlled solely by the visual cues associated with the object and to be independent of the therapist's verbalizing the name of

ED 163 739 EC 112 852

The Invisible Battle. Attitudes Toward Disability. Booklet No. 1.
George Washington Univ., Washignton, D.C. Regional Rehabilitation Research Inst. on Attitudinal, Legal and Leisure Barriers.
Spons Agency-George Washington Univ., Washington, D.C. School of Education.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-78
Grant-15-P-57882/3-03
Note-17p.; Not available in hard copy due to color of paper in the original; For related information, see EC 112 853 - 856
Available from-George Washington University, Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Washington, D.C. 20036 (1 copy free, 2-10/$0.25, 11 or more/$0.15)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Blind, *Changing Attitudes, Community Attitudes, Deaf, Discriminatory Attitudes (Social), *Handicapped, Physically Handicapped, *Social Attitudes, Stereotypes

The first of five booklets on attitudinal barriers toward disabled people examines five common myths and presents five scenes demonstrating attitudinal barriers toward blind, deaf, and physically disabled

ED 163 305 CG 012 968

Dombroff, Gary Wopat, Jane Trabich
The Physician Impact Project. New Ideas in the Behavioral Science Training of Physicians.
Pub Date-78
Note-29p.; Paper Presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavior Change, Contingency Management, *Family Health, *Handicapped Children, *Medical Education, *Medical Students, Models, *Professional Education
Before presenting a model for physician training, this article reports development of a portable training packet for physicians in the

ED 163 626 EA 011 106

Communication Skills.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-6p.; Chapter 6 of "The Best of the Best of ERIC," Volume 2 (EA 011 100)
Available from-Not available separately see EA 011 100
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Annotated Bibliographies,

ED 163 762 FL 009 825

Blount, Ben G. Padgug, Elise J.

Mother and Father Speech: Distribution of Parental Speech Features in English and Spanish. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Grant-GU-1508; EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Child Language, Cultural Differences, English, Fathers, *Interaction Process Analysis, Intonation, Language Development, *Language Research *Language Usage, Mothers, *Parent Child Relationship, Psycholinguistics, Sex Differences, Spanish, Spanish Speaking, *Speech Communication, Suprasegmentals
Identifiers-Baby Talk

Features of parental speech to young children was studied in four English-speaking and four Spanish-speaking families. Children ranged in age from 9 to 12 months for the English speakers and from 8 to 22 months for the Spanish speakers. Examination of the utterances led to the identification of 34 prosodic, paralinguistic, and interactional features that characterize the speech as parental. Parental utterances were coded for each of the 34 features, and the total number of utterances per parent were considered. Generally, fathers talked less with the children and Spanish-speaking fathers overall participated less than the English-speaking fathers. Overall, there is a high degree of similarity between mother and father speech, but there are clear differences in the rates of some features. The mothers' speech contained comparatively more features that are commonly noted as characteristic of baby talk, while the fathers' speech had comparatively more features that are characteristic of serious speech or of interaction-repair devices. The features that occurred most frequently in the speech of the parents were exaggerated intonation, repetition, high pitch, low volume, lengthened vowel and instructional. There are also culturally differentiated sex-specific preferences for feature usage. (SW)

comprehension procedure. It was found that sentential coordinations were no easier than phrasal coordinations and that forward forms were not easier than backward forms. Predictions based on the derivational theory of complexity were not supported. A second analysis was carried out on the data from the imitation experiment. There were significantly more elaborations and reduction responses in the four-year-olds than in either of the two age groups. Spontaneous speech protocols from a longitudinal study of three children were also analyzed, and the data show that the earlier forms of coordination to appear in children are phrasal forms. The forward forms have a primacy over the backward forms in both the spontaneous speech and elicited production data, but not in the comprehension and imitation data. This asymmetry may be due to a planning difficulty for the backward forms. It is concluded that the ontogenesis of coordination is not well described by the derivational theory of complexity. (SW)

ED 163 804 FL 009 917

Tenenbaum, Joan M., Comp.
Dena'ina Sukdu'a, Vol. 2. Chulyin Sukdu'a (Raven Stories).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-Apr 76
Grant-1-F01-MH-58640-01; Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($2.50)
Language-English; Athapascan
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Elementary Secondary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages
Identifiers-Alaska, *Tanaina Athabascan
This is the second of a set of four books containing 24 examples of the Tanaina art of storytelling. They are intended for use in a bilingual education setting for competent speakers of Tanaina Athabaskan who have knowledge of the writing system. The five stories in this volume are examples of a large number of raven stories told by the Tanaina people. In these stories the raven is the character who made the world and the things in it the way they are. The stories are presented as they were told by the storytellers and are transcribed in the Tanaina practical orthography. Each one contains an interlinear word-by-word translation and is followed by a free English translation. A chart of the vowels and consonants of the Tanaina alphabet is appended. (AMH)

tuition gaps among schools, and evaluating the price in relation to value of education. It is important to consider who benefits from higher education and how much of the benefits are paid for by the beneficiary. The present system does not yet provide equal educational opportunities and provides even less choice, and therefore, does not express some of our most important democratic values. The proposed financial system would provide that the federal government establish a trust fund that would advance money to students in order to pay for higher education, and that students should repay these advances out of income through payroll withholding. Repayment could be carried out over a very long time; there would be no interest on the advance; and only those who had no income would be exempt from repayment. The amount advanced would be restricted to tuition actually paid; advances would be available only to undergraduates enrolled in degree programs in accredited institutions, and freshmen would not be eligible. Other aspects and implications of this proposal, called the tuition advance fund,'' are discussed. (SW)

such as ratings by former instructors are also important. The analysis identified the top 11 variables that in combination have the greatest predictive value for medical school admission, and for dental schools the top eight variables were identified. It is recommended that the results be disseminated to premedical science students and advisors. (Author/MSE)

ED 163 845 HE 010 604

Furlong, Thomas, Ed. And Others
State Planning for Lifelong Learning: Improving Access for Adult Citizens.
Spons Agency-Education Commission of the States, Denver, Colo. Inservice Education Program.; Florida State Dept. of Education, Tallahassee.; Florida State Univ., Tallahassee.; Florida State Univ., Tallahassee. State and Regional Higher Education Center.; George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Center for Educational Brokering, Syracuse, N.Y.
Pub Date-Feb 77
Note-202p.; Report of a national invitational conference (Orlando, Florida, February 20-22, 1977) ; Parts may not reproduce clearly due to colored background
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Access to Education, *Adult Education, Case Studies, Community Colleges, Conference Reports, Consortia, *Continuous Learning, *Educational Counseling, *Federal Legislation, Federal State Relationship, Government School Relationship, Higher Education, Information Services, Models, Performance Contracts, Postsecondary Education, Regional Planning, *Statewide Planning, Workshops
Identifiers-*Educational Brokering, *Lifelong Learning, Rochester Consortium

On February 20-22, 1977 the Florida Postsecondary Education Commission, with several other agencies, sponsored a conference at which representatives of many states and agencies could share state policy and planning strategies accommodating federal legislation. The report is in four sections, and the contents include: (1) lifelong learning and state planning: Education Amendments, Title I; (2) educational information centers: Education Amendments, Title IV; The Rochester Consortium; and A Workshop Model on Educational Brokering; (3) community colleges and postsecondary planning: Education Amendments, Title X; Regionalism, A Postsecondary Education Strategy Yet Undefined; A Third Version of the Community College, the Contract College; and three case studies; and (4) the state and federal exchange. Appended are the conference program and a list of participants. (MSE)

ED 163 863 HE 010 697

Atelsek, Frank J. Gomberg, Irene L.

Special Programs for Female and Minority Graduate Students. Higher Education Panel Report, Number 41.

American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-54p.
Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affirmative Action, *College Admission, Doctoral Programs, *Females, Graduate Students, *Graduate Study, Higher Education, *Minority Groups, Professional Education, School Surveys, Statistical Data, *Student Financial Aid, Student Improvement, *Student Recruitment, Tutorial Programs

A study was conducted to assess the extent to which academic institutions are currently providing special assistance to women and minorities for graduate study. The survey was limited to formal programs designed specifically for female or minority students and is not an inventory of all opportunities. Coeducational and predominantly white colleges and universities awarding a professional degree, doctorate degree, or other degree beyond the master's were surveyed. Usable data were received from 311 institutions for a response rate of 91 percent. National estimates were obtained by weighting each response by the ratio of the number of institutions in the population to the number that responded. Nearly half of the doctoral and professional institutions offered some form of special recruitment, academic, or financial aid program to benefit female or minority graduate students. The degree of involvement varied by the control of the institution as well as by the type, with universities and public institutions being the most active. Certain fields of graduate study, notably law and medicine, reported an above average level of effort. The report includes 15 statistical tables, a sample survey instrument, and information on institutional response to the survey, stratification design for weighting, and reliability of estimates. (SW)

ED 163 883 HE 010 782

Campos-Arcia, Maria McVay, Julie

Graduate Foreign Student Admissions Decision-Making: An Application of the JAN Technique.

Pub Date-27 Oct 78
Note-16p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, Administrative Policy, *Admission Criteria, College Admission, Decision Making, *Foreign Students, *Graduate Study, Higher Education, *Institutional Research, *Multiple Regression Analysis, Predictor Variables, Rating Scales, Research Projects, Student Characteristics
Identifiers-*Judgment Analysis Technique, *North Carolina State University

A study was conducted to identify the variables that are relevant to the admission of foreign students by institutional decision-makers. A profile of foreign students at North Carolina State University (NCSU) is provided. All academic departments at NCSU at Raleigh with enrollments of 10 or more foreign graduate students were contacted to interview the graduate administrator or department head. At the end of the interview, the administrator completed a rating scale designed to provide a more objective estimate of the importance of admission variables. The four most important variables identified were: undergradaute academic record, GRE quantitative score, TOEFL score, and letters of recommendation. Simulated student profiles were constructed using the four variables in various combinations. Fifty-two of 85 sampled faculty members having admission responsibilities provided usable response on the profile sheets. The data were analyzed using the Judgment Analysis Technique, which uses a multiple linear regression approach to identify and described the rating policies existing within a board or committee of judges. Fourteen judgmental policies were identified, but they were subsumed under seven different regression models. (SW)

filmstrips from the central Audiovisual Library of the Dallas Texas Independent School District and their equitable dissemination into individual school media centers within the district. Precipitated by a continuing decline in the annual filmstrip circulation within a six year period, the procedures incorporated in the decentralization plan answered the question of what to do with media that are impractical to circulate from a central library in terms of economics and utilization. The project was financed by an existing budget and carried out by existing personnel. A general outline of the plan is included for use in future considerations of reassigning inappropriately housed media. Appendices contain statistical data on filmstrip circulation and equipment, decentralization expenditures, school media center responses, and several forms utilized during the procedure. (Author/MBR)

into five functional areas: (1) receiving, (2) filling a book request, (3) filling a journal request, (4) location/referral service, and (5) administration and support. A total ILL transaction cost of $1.80 resulted from adding cumulative functional labor costs and nonlabor costs. However, certain qualifications should be made: a weighted average concept was used; only direct and on-going costs were considered; the monthly volume of requests used was averaged; the time period of the study and the organization of the section affected the findings. In light of these conditions and new changes in the library, a future study is planned. An appendix of flow charts and data tables is provided. (JD)

ED 163 952 IR 006 524

The Dissemination System of the Idaho State Department of Education.
Idaho State Dept. of Education, Boise.
Pub Date-Jul 78
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Change Strategies, *Clearinghouses, *Diffusion, *Information Dissemination, Information Sources, *Information Systems, State Programs, Technical Reports
Identifiers-*Educational Information Centers, *Idaho, State Capacity Building Project

The Idaho State Department of Education has initiated a program of information collection and dissemination designed to increase communications both within educational systems and between educators and the public. This document presents the rationale, goals, target groups, and strategies of the system. Five appendices include a list of contact persons by subject; brief descriptions of the ERIC system, the VISIT program, and the Talent Bank of ad hoc resource people; and an explanation of the dissemination development model applied here. (JVP)

ED 163 976 IR 006 652

Communication Planning.
Academy for Educational Development, Washington, D.C. Clearinghouse on Development Communication.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Jul 78
Note-18p.
Journal Cit-Development Communication Report; n23 Jul 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Case Studies, *Developing Nations, Information Utilization, Mass Media, Material Development, *Nutrition Instruction, *Program Planning, Regional Planning, Rural Development, *Rural Extension, *Telecommunication, Theories
Identifiers-*Africa, *India

Communication planning in developing countries is discussed in individual articles on theory, knowledge production and utilization, planning at the regional level, software, and rural development. A nutrition education project and three experiments in developing educational materials with feedback from villagers in Africa are described in the context of case studies. (CMV)

Identifiers-*Instructional Development

The purpose of this study was to report an update of demographic information about instructional developers. Six demographic characteristics from two studies on instructional developers in 1973 and 1976 were compared and discussed. It was concluded that the instructional development movement is attracting younger members and more female professionals. Although most instructional developers were found in higher education and engaged in a broad range of professional activities, the location of instructional developers was becoming more geographically dispersed. An overall analysis of demographic characteristics of instructional developers indicated that instructional development has experienced positive growth since 1973. (Author)

ED 164 022 JC 790 021

Winter, Gene M. And Others

RBE Program Evaluation Portfolio. Revised Edition. Research Publication No. 77-4.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.
Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date-Dec 77
Note-121p.; Page 7 of the original document has been deleted due to irreproducibility; Some pages may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Course Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Guidelines, *Guides, *Institutional Research, Personnel Evaluation, *Postsecondary Education, *Program Evaluation
Identifiers-*Reality Based Evaluation

The Reality-Based Evaluation (RBE) Portfolio was produced to assist postsecondary educators in the conduct of local program evaluation efforts. The content of the portfolio is not subject-matter specific in order to be applicable to the widest variety of educational programs and projects. The rationale and model for program evaluation as it relates to student and personnel performance, procedures and processes, services and products, and instructional strategies and materials are outlined for the pre-evaluation, clarification of objectives, data collection, and interpretation phases of the process. Standards in areas of evaluation objectives, criterion measures, judgments, and recommendations are also considered, and suggestions are given for adapting the RBE process to new and existing programs, and to service programs. Other topics include justifying the program, defining program objectives, evaluation techniques and instruments, the evaluation report format, and the role of the financial analysis. Evaluation design materials are included, and orientation procedures are discussed. Three case studies, demonstrating the use of RBE for program, course, and project evaluations, conclude the report. (MB)

ED 164 042 JC 790 049

White, Rita

Faculty Retraining for Lateral Transfer: An Alternative to Reduction in Force in Community Colleges. A Study and Progress Report.

Pub Date-27 Dec 78
Note-40p.; Graduate seminar paper, Pepperdine University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, Employment Practices, *Faculty Development, Job Layoff, *Junior Colleges, Manpower Utilization, Part Time Teachers, Professional Continuing Education, *Reduction in Force, *Retraining, *Retrenchment, State Legislation, Teacher Dismissal, *Teacher Transfer, Tenure

Declining enrollment and financial setbacks faced by California community colleges have necessitated discontinuing programs and terminating the services of experienced, tenured, certified personnel. Laws and policies in California, Connecticut, and at Miami-Dade (Florida) related to reduction in force (RIF) are discussed in terms of termination and rehiring of faculty, and of the traditional RIF alternative policies, which rely on dismissal of part-time staff. Retraining faculty for lateral transfer is presented as an alternative to layoffs among tenured college faculty members, whereby a classified or certified employee transfers from the department of original employment to another for which another credential is required. The faculty retraining experiences of the State University System of Florida, the State University of New York, the State University College of Pennsylvania, and the University of Wisconsin System are described and related to an outline for staff development and lateral transfer policies for certified positions at Palomar College, California. A review of California's enabling legislation and of professional growth policies precedes a summary of the views of Charles Neff, in favor of faculty retraining, of the opposing views of John J. Wagner, and of the disparate feelings in evidence in the Los Angeles Community College District. A bibliography is appended. (MB)

no SOCJC students had been denied entrance to these transfer schools. A third study of financial aid offices examined effects on both student aid at transfer institutions as well as on SOCJC's ability to obtain student aid funds. It appeared students may have had trouble getting scholarships, though the college itself had no problem getting funds. A need was seen for added information and explanation about the system in the next survey of high school counselors. The fifth survey concerned student attitudes. About 40-45% saw the "M" as an advantage, while 23-30% saw it as a disadvantage. The final report studied faculty and staff perceptions. The majority felt the system was an advantage to students but the problems in transferring and the fact that there is no reward for excellence were disadvantages. (MB)

ED 164 062 JC 790 071

Institutional Research, Fiscal Year 1978: The Students. Research Monographs Nos. I, III, VI-XII, and XIV.

South Oklahoma City Junior Coll., Okla.

Pub Date-78

Note-70p.; Pages 64-65 of the original document have been deleted due to irreproducibility ; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, Community Colleges, Enrollment Trends, Graduate Surveys, High School Students, Institutional Research, *Junior Colleges, *Junior College Students, *School Surveys, Student Attitudes, *Student Characteristics, Student Financial Aid

Within this document are eight institutional research monographs dealing with the students of South Oklahoma City Junior College (SOCJC). The first paper contains condensed information from a series of papers by the American Association of Community and Junior Colleges concerning national data on two-year colleges and their students. Comparisons of enrollment between fall 1976 and fall 1977 at SOCJC focusing on student characteristics, type of instruction, and program enrollment are presented in a second document. The next paper compares a random sample of financially-aided students with a sample of unaided students. A fourth study presents data from a survey of 1977 high school graduates to determine their activities since graduation. The fifth paper evaluates American College Testing Program scores of students entering SOCJC in 1977 in relation to college choice factors, educational aspiration, and high school information. A further study compared student characteristics between fall 1977 and spring 1978, focusing on age, day or night class attendance, type of instruction, and degree program. The seventh monograph presents a follow-up study of 1977 graduates of SOCJC to determine their employment status and attitudes toward college programs. The final paper deals with enrollment trends with an aim toward future college development. (MB)

ED 164 081 JC 790 099

Student Tuition and Fees and Colorado's Community Junior Colleges.
Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-28 Nov 77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Access to Education, *Board of Education Policy, Community Colleges, *Credits, Educational Philosophy, Fees, Financial Policy, *Junior Colleges, *Tuition, *Unit Costs
Identifiers-*Colorado

In response to legislative examination of student tuition and fees in Colorado postsecondary education, this paper outlines the position of the Colorado State Board for Community Colleges and Occupational Education on the policy issues of expense base, sector pricing, and unit pricing. The State Board's Policy BP 4-20, reprinted in the document, stresses the relation of lower-range tuition costs to the aim of maintaining open-door access to education without discrimination. As such, the State Board annually reviews and approves tuition rates and policies to insure that such costs do not pose a barrier to student access to education. The Board agrees with the current definition of the expense base, which refers to those costs included in the calculation of tuition costs. However, it does not believe that special purpose programs (sponsored programs directed toward specific clienteles) should, in the interests of equity, be included in calculating tuition rates. The Board also agrees with the concept of sector pricing, which allows for uniform tuition charges for Colorado resident students regardless of the size and location of the college, but opposes the increase in the cost basis from 20% to 22.5% of cost in establishing tuition rates. This increase blurs the distinction between two- and four-year colleges and may ultimately impose financial access barriers. In regard to unit pricing, the Board endorses a change in the definition of a full-time student to 15 credit hours per term, with part-time students assessed at 1/15 of the full-time rate for each credit hour. This would provide equity between full- and part-time students. Finally, the Board opposes the tuition surcharge assessed against students enrolling for more than 18 credit hours, since it unfairly discriminates against occupational students. (MB)

survey of training programs which were intended to prepare Head Start classroom staff to meet the competency requirements of the Child Development Associate (CDA) Credential. Self-administered survey questionnaires for project managers, field supervisors, and trainees were distributed to all Head Start Supplementary Training (HSST/CDA) programs. Major findings were presented under the following categories: (1) Characteristics of the Training Institution, including data on types of funded training programs and geographic areas served; (2) HSST/CDA Cost Information, providing data on funding methods of the program, program costs and money spent by CDA trainees; (3) Characteristics of HSST/CDA Staff, including functional responsibilities of the staff and demographic and job experience data on field supervisors; (4) Characteristics of CDA Trainees, including demographic and job experience data, other sources of training, and types of jobs held; (5) Characteristics of the CDA Training Programs, including general information, program components, training techniques, types of academic credit, and amount of time used for training, (6) CDA Assessment, including the number of people assessed for the CDA certificate, (7) Respondent Opinions on effects of the program, greatest program strengths, and program areas needing improvement. Conclusions are reported and policy requirement considerations for HSST/CDA contractors/grantees are briefly addressed. (Author/SE)

ED 164 118 PS 010 311

Annotated Bibliography of CDA Curriculum Materials (Volume I, No. 1).
Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Note-52p.; Several pages of the original document were printed on color paper and may be of marginal legibility
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, *Child Care Workers, Early Childhood Education, *Instructional Materials, Learning Modules, Manuals, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Training
Identifiers-*Child Development Associate

Citations of Child Development Associate (CDA) curricula and supplemental resource materials are included in this annotated bibliography published by the CDA Clearinghouse. The materials are grouped according to the six CDA competency areas, the bilingual/bicultural training competencies, the personal capacities (social skills), and general supplemental resource materials. Curriculum materials include educational packages, instructional booklets, learning packages and modules, etc. The CDA competencies are: (1) establishing a safe and healthy environment conducive to teaching preschool children; (2) advancing physical and intellectual competence in preschoolers; (3) building positive self-concent and individual strength; (4) promoting positive functioning of children and adults in a group; (5) establishing productive parent/teacher relations; and (6) cooperating with other staff members in policy and curriculum planning. The CDA program also stresses supporting bilingual education and promoting personal capacities (such as social skills). Supplemental resources include content oriented early childhood educational materials not specifically developed for CDA training. Each curriculum or supplemental resource citation contains publication data, a cross reference index, and a summary of key features of the document. (Author/SE)

ED 164 139 PS 010 353

De Tray, Dennis

Child Schooling and Family Size: An Economic Analysis.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No.-R-2301-NICHD
Pub Date-Apr 78
Contract-N01-HD-52837
Note-50p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($3.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Birth Rate, *Children, *Economic Factors, Economics, Educational Experience, *Family (Sociological Unit), Family Income, *Human Capital, Models, Research, *Social Factors, Tables (Data), Working Women
Identifiers-*Family Size

This report contains the results of two closely related research projects designed to yield information on social and economic factors that influence the number of children couples have and the amount of schooling those children receive. Both projects are based on the same underlying theory of family formation and behavior and both use the same basic source of data. The first study attempts to solve certain problems that arise in moving from theoretical constructs to empirical application. The second study concentrates on testing a set of hypotheses about relationships between numbers of children and human capital investments in those children. Common elements of several recent economics models of fertility are reviewed and predictions based on these models are discussed. (JMB)

provided, along with ditto sheets for some activities. The guidelines also contain a sample of the pupil's record sheet and a glossary. (RS)

ED 164 158 RC 010 839

Fratoe, Frank A.
Rural Education and Rural Labor Force in the Seventies. Rural Development Research Report No. 5.
Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.
Pub Date-Oct 78
Note-47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Adult Education, Ancillary Services, College Planning, *Economic Disadvantagement, Enrollment, *Expenditures, Functional Illiteracy, Income, *Labor Force, Migration Patterns, Occupational Choice, *Rural Development, *Rural Education, *Rural Urban Differences, School Personnel, Vocational Education
Identifiers-*Nonmetropolitan Areas

Despite developmental efforts and a relatively larger population growth rate in nonmetro areas since 1970, rural/nonmetro people are still behind their metro counterparts in terms of wage levels, family income, adequacy of housing, and access to essential public services like education and health care. Rural public school education lags behind metro central and suburban public school education in virtually all areas. Rural students not only attend schools with fewer support staff and services, less revenue, and less per pupil funding, but they are also more likely to enroll in school later, progress through school more slowly, complete fewer school years, and score lower on national tests than students attending metro area schools. Federal aid to metro central schools in 1972-73 was $133.33 per student, but only $91.10 to nonmetro students. Rural public schools spent less per pupil than metro central or suburban public schools in all categories except student transportation during that year. High proportions of rural students fail to graduate from high school or attend college. Since many of them do not get the higher education necessary for white collar or professional jobs, these students tend to enter the labor force in blue collar and other lower paying occupations. (Author/BR)

ED 164 176 RC 010 985

Wilson, James
The Original Americans: U.S. Indians.
Minority Rights Group, London (England).
Report No.-MRG-31
Pub Date Oct 76
Note-35p.; Not available in hard copy due to publisher's preference
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Activism, *American Indians, *Culturally Disadvantaged, *Economic Disadvantagement, Federal Legislation, Historical Reviews, Leadership, Religious Differences, Tribes, *United States History, Water Resources
Identifiers-American Indian Policy Review Commission, Anomie, *Bureau of Indian Affairs, Cheyenne (Tribe), Collier (John), Dawes Act, Federal Indian Relationship, Genocide, Meriam Report, Paiute (Tribe), Pre Columbian Indians

Confusion, fear, maladjustment, apathy and loss of self-respect are only some of the effects of the historically contemptuous and disparaging treatment of Native Americans by white people. Beginning with the original European colonization and continuing through often forceful attempts at absorption into the U.S. society as a whole, such treatment is based less on actual knowledge of the Indian than on the myth of the ignorant and incompetent savage. This is a view which conveniently assuages the guilt of white people over the continued use of the Indian to political advantage, the usurpation of well over 50% of his land and the near-extermination of a native people, and which significantly contributes to the "Indian Problem" today. It is the basis of an economic and political system, essentially represented by the poorly organized and unresponsive Bureau of Indian Affairs, that has made the Indians "the poorest and most depressed ethnic group in the United States". Since the 1960's, increased political knowledge, ethnic self-awareness and growing militancy on the part of the Indians have emphasized the need for "ideological acceptance" if the Indian is to be truly integrated into the U.S. society. (SB)

ED 164 195 RC 011 019

Munro, Fern H.

A Comparison of Laguna-Acoma High School's Class of 1972 With Similar Schools in New Mexico.

Pub Date-May 73
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Education, Comparative Analysis, Employment, Followup Studies, *High School Graduates, Housewives, Military Service, *Postsecondary Education, *Small Schools, State Surveys, Student Characteristics, Tribes, Unemployment, *Vocational Education
Identifiers-Acoma Pueblo (Tribe), *American Indian Education, Laguna Pueblo (Tribe), *New Mexico

Data collected by the New Mexico State Department of Education in the spring 1973 are used in tables to compare the 1972 Laguna Acoma High School (LAHS) graduating class and other 1972 New Mexico high school graduating classes. The percentage of 1972 LAHS graduates who at the time of the study were involved in post-secondary academic education or vocational training is compared to the averages for the state, for schools having graduating classes of similar size, and for schools with a Native American population of 50% or more. Similar comparisons are made for 1972 LAHS graduates who at the time of the study were employed, unemployed, housewives, or in military service. As LAHS is part of the Grants Municipal School System, comparative figures for Grants High School are included. Findings show that Laguna-Acoma had 47% of its 1972 graduates involved in post secondary academic education, which was also the average for New Mexico; LAHS had 18% of its 1972 graduates involved in vocational post secondary education, while the state average was 19%. Reflected in other categories, no LAHS 1972 graduates were in military service, but 18% were employed, 10% were housewives, and 8% were unemployed. (SB)

ED 164 214 RC 011 040

The Daily Curriculum Guide, Year II, Weeks 21-34. A Preschool Program for the Spanish-Speaking Child.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 78
Note-564p.; Contains occasional light type; For related documents, see 011 038-039
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (338-3; $5.00)
Language-Spanish; English
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-Basic Skills, *Bilingual Education, Cultural Awareness, Early Childhood Education, Educational Methods, Educational Strategies, Instructional Materials, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Preschool Children, *Preschool Curriculum, Preschool Education, Second Language Learning, Self Concept, Sensory Experience, Spanish, *Spanish Speaking, Speech Skills, *Teaching Guides

Daily lesson plans for weeks 21 through 34 are provided in this guide, the third and last in the Year II sequence of the Daily Curriculum Guide preschool program for the Spanish-speaking child. The program is based on a language maintenance model in which Spanish is used as a means to develop basic concepts, skills and attitudes. Written in both Spanish and English, the lesson plans give the objectives of each lesson, the materials needed, and detailed instructions for the activities suggested. Objectives of the first twenty weeks are continued, as are many of the activities, such as counting games and songs, work with various paint media, the Feeley Box, flannel boards, and tasting experiences. Mexican cultural awareness is heightened with discussions of Mexican customs and holidays. The children study modes of transportation, health practices, number sets, kinds of vegetables and fruits, and plant growth. Field trips are planned to the airport, park, a farm, train station, fire station, post office, and school. Students learn songs in both Spanish and English, as well as the Spanish and English names for colors, shapes, and numbers. (DS)

ED 164 232 RC 011 078

Mayans, Ernesto
32 Ideas to Reach Your Spanish-Speaking Patrons.
Pub Date-77
Note-40p.
Available from-Santillana Publishing Company, Inc., 575 Lexington Avenue, New York, New York 10022 ($2.50)
Document Not Available from EDRS.
Descriptors-*Community Involvement, Feedback, *Information Dissemination, *Library Services, Outreach Programs, *Publicize, *Public Libraries, *Spanish Speaking

Developed to assist libraries in serving the public, the booklet presents 32 simple, inexpensive projects designed to develop a more permanent communication between the Hispanic American community and the library. Each idea stresses community involvement and feedback, while taking into consideration the needs of the library itself. The objectives, preparation, materials needed, sources, and cost are given for each idea. The ideas cover such topics as the Spanish book of the month, a Hispanic Day celebration, Spanish cuisine, bilingual welcome poster, hospital book mobile, paperbacks in Spanish, Hispanic American women, Hispanic artists, story-telling in Spanish, rare books in Spanish, multicultural displays and drawings, a calendar of Hispanic events, panel discussions, and a survey of reading interests. An English-Spanish glossary of words most frequently used in a library setting is included for immediate reference. Although the booklet was written with the Spanish-speaking community in mind, it can also be used to benefit other minority people living or working in the area. (Author/NQ)

ED 163 782 FL 009 874

Farwell, Carol B.

The Primacy of "Goal" in the Child's Description of Motion and Location. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Cognitive Processes, *Concept Formation, Fundamental Concepts, *Language Development, Language Research, Language Usage, Preschool Children, Psycholinguistics, *Semantics, Speech Communication, *Syntax, *Verbal Development

This paper describes part of a larger study dealing with syntax and semantics of the child's early speech about motion and location. It suggests that goal, defined as the point at which a motion ends and a resulting locative state begins, is the organizing principle for the semantics of motion and location. The data presented here are from two children aged one year and one and a half years at the beginning of the study. A consideration of conflicting opinions on the goal question led to the decision to consider the children's complete language system and its changes through time for clues. Examination of the two children's speech revealed that "on" and "there" utterances are used to refer to both action and state, and that locative forms arise mainly from English adverbs and two-part verbs. Speech of older children also suggests that the definition of motion in terms of end state persists. Much recent research supports the finding that the early stages of speech seem to be goal-oriented and that as children continue their development they continue to use more explicit goal expressions. (AMH)

ED 163 825 HE 009 684

Dill, David D. Friedman, Charles P.

An Analysis on Frameworks for Research on Change and Innovation in Higher Education.

Pub Date-Mar 78

Note-50p.; Paper presented at the annual meeting of the Association for the Study of Higher Education (Chicago, Illinois, March 19, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Educational Change, *Educational Innovation, Educational Research, *Higher Education, Models, *Organizational Change, *Organizational Theories, *Research Methodology, Social Structure, Typology

Identifiers-Gamson (Zelda)

Innovation and change in higher education are examined, focusing on the organizational level. Frameworks for analysis employed in the literature are presented and applications are illustrated. Four distinct frameworks for studying change in higher education as conceived by Gamson are: complex organization, conflict, diffusion, and planned change. Definitions and the theoretical background underlying each framework are presented, and representative studies applying each framework to change and innovation in higher education are described. Each of the frameworks are represented by a causal flowgraph and causal models to specify generic variables characteristic of each framework and the nature of the relationships between these variables. (SW)

ED 163 905 IR 006 218

Ausburn, Lynna J. Ausburn, Floyd B.

Relationships of Selected Perceptual Variables to Leveling/Sharpening in the Memory of Sequential Visual Images.

Pub Date-Apr 78

Note-11p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Research, *Memory, Perception Tests, *Recall (Psychological), *Retention Studies, Sequential Learning, *Visualization, Visual Measures, *Visual Perception

This study was designed to examine relationships between three variables of analysis/integration skill in visual perception and the tendency to retain differentiated memories of sequential visual images in a sample of 206 university undergraduates. Correlation techniques and factor analysis were used to analyze relationships between the perceptual variables and the memory variable. While some relationships between perceptual skill and memory were found which were statistically significant, variations in neither individual perceptual skills nor in factors which they formed in combination were found to account for a sufficient portion of variance in visual memory functioning to be of practical importance. Leveling/sharpening in visual memory appeared to be largely independent of the specific perceptual skills measured in this study. (Author)

ED 163 928 IR 006 471

Chase, Judith Wragg

Reinforcement of a Black Cultural Museum Through the Development of Its Library Resources in the Field of Black Studies to Provide Educational and Research Material with a Wide Application.

Miriam B. Wilson Foundation, Sullivan's Island, S.C.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Library Research and Demonstration Branch.
Pub Date-2 May 78
Grant-G007500659
Note-85p.; For related document, see ED 121 340
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Background, Black Culture, *Black History, Black Studies, *Cataloging, Development, Information Centers, Information Dissemination, *Museums, *Outreach Programs, Planning, Slavery
Identifiers-Old Slave Mart Museum

The project described analyzed all of the resources in the Old Slave Mart Museum, the oldest museum of Black Heritage in the United States, and cataloged all its materials, including library components and its core collection of artifacts. The background and methodology for identifying and cataloging each item, improving storage and retrieval systems, and creating a 22,000 card catalog, are discussed. These resources, which are now organized to support school and academic programs with increased outreach planned through the card catalog publication, are described, as well as the most prestigious projects assisted through the outreach program. The results of this project are outlined, including the preservation of museum archival material, availability of valuable historical material, and the creation of a multimedia research center for the study of Afro-American heritage. The need for dependable fiscal support if the center is to be able to achieve its maximum utilization is indicated. A bibliography and list of consultants are included. (Author/MBR)

ED 164 001 IR 006 797

Wagner, Christian C. Vinsonhaler, John F.
On the Conceptualization of Clinical Problem Solving. Research Series No. 9.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Contract-400-76-0073
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Case Studies, *Clinical Diagnosis, *Clinical Experience, Computer Assisted Instruction, Computer Programs, *Decision Making, *Educational Theories, *Problem Solving, Programed Materials, Simulated Environment, Simulation

The conceptualization of clinical problem solving which is described attempts to clarify and quantify the nature of clinical decision making independent of content, and centers around the clinical encounter and preceptor. The Inquiry Theory is described from three perspectives: (1) as a set of statements about clinical problem solving, (2) as a set of computer programs that can simulate and predict the important aspects of the clinical encounter and preceptor instruction, and (3) as a set of behaviors exhibited by the computer system as it simulates particular environments. The technique was developed at Michigan State University through the use of observational studies and computer simulation studies in medicine, reading, and other fields. Examples of how the programmed version of the Inquiry Theory the Basic Management Information System simulates a case, a clinician, and a preceptor are provided, and the nature of Inquiry Theory predictions is discussed. A bibliography is included. (Author/JEG)

ED 163 953 IR 006 525

Rice, Sheila
Workbook for the Introduction to the Library.
Michigan Univ., Ann Arbor. Univ. Libraries.
Pub Date-78
Note-47p.
EDRS Price MF-S0.83 HC-S2.06 Plus Postage.
Descriptors-Dictionary Catalogs, Indexes (Locaters), Information Retrieval, *Library Guides, *Library Instruction, Library Reference Services, Library Skills, Reference Books, Undergraduate Students, *University Libraries, Workbooks
To introduce undergraduate students to the library and to familiarize them with the various indexing systems and reference materials, the University of Michigan has produced this workbook designed specifically for their library. The information and exercises included cover physical layout, the card catalog, the Library of Congress Classification system, periodical indexes, abstracts, the union list, New York Times index, the serial list, closed reserve, biography and book review searches, dictionaries, encyclopedias, literary handbooks, and atlases. (JVP)

ED 163 977 IR 006 655

Seidel, Robert J.

D.C. Secondary Schools Project for Adopting Computer-Aided Education (D.C. SSPACE Program). Final Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-FR-ED-78-11
Pub Date-Aug 78
Grant-EPP-76-19456
Note-61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, *Educational Change, Interinstitutional Cooperation, *Program Administration, *Program Development, *Program Planning, Secondary Education, Team Administration, Use Studies

The primary emphasis of the D.C. SSPACE program, which introduced computers and previously developed computer curricular materials into the secondary schools of the District of Columbia and studied the adoption process, was on adoption and not development. The program is described from its initial funding under the Human Resources Research Organization to the change-over of program management by the participants themselves. This report includes detailed usage information, an outline of program development, the project's impact on teachers and students, and monitoring details. Attendance and achievement data are offered in support of the focus of the program, and recommendations for continuing development of the program are outlined. (RAO)

ED 164 101 PS 010 274

Gilman, Ann Signatur, Diane

An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Volume III: Appendix - National Survey.

Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-1 Aug 78
Contract-105-76-1158
Note-117p.; For related documents, see PS 010 272-273
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrator Attitudes, *Child Care Workers, Demography, *National Surveys, *Performance Based Teacher Education, *Preschool Teachers, Program Effectiveness, Questionnaires, *Statistical Data, Student Attitudes, Student Characteristics, *Summative Evaluation, Tables (Data), Teacher Attitudes, Teacher Characteristics
Identifiers-Child Development Associate, *Project Head Start

Summary statistics and questionnaires are presented in this appendix to the Final Report of the National Survey of Head Start Supplementary Training/Child Development Associate (HSST/CDA) Competency Based Training Programs. (HSST/CDA training programs are intended to prepare Head Start classroom staff to meet the competency requirements of the CDA credential.) Summary statistics for all items on each of the three survey questionnaires (the HSST/CDA Project Manager's Questionnaire, the Field Supervisor/Trainer's Questionnaire, and the Trainee's Questionnaire) are presented in tabular form. Frequency tallies for appropriate items are presented for each federal region and for all regions together. Means for respondents in each federal region and for total respondents are presented for items addressing ordinal or interval data. Also included are copies of each of the three survey instruments. (Author/SE)

ED 163 763 FL 009 833

*ller-Cohen, Deborah Gracey, Cheryl
petition and Turn-Allocation in the Non-Native Acquisition of Discourse. Papers and Reports on Child Language Development, No. 12.
anford Univ., Calif. Dept. of Linguistics.
b Date-Dec 76
te-14p.
IS Price MF-S0.83 HC-S1.67 Plus Postage.
scriptors-*Child Language, *Communicative Competence (Languages), *Discourse Analysis, *Imitation, Interaction Process Analysis, anguage Development, Learning Processes, Linguistic Performance, sycholinguistics, *Second Language Learning, Speech Communication, uprasegmentals
ntifiers-Conversation, *Repetition, *Turn Taking (Conversation)
study of non-native children's acquisition of communicative petence examined the child's construction of rules of conversation in second language. The linguistic devices that children use to link up r utterances with those of another speaker, i.e., cohesion-creating ces that create textual unity, were focused upon. Repetition, one ce that links utterances across speakers, and the interrelations g repetition and mechanisms that allocate turns in conversation were ined. These include both attention-getting devices (look'') and nse-getting devices (questions). Two female children, four and five old, who were living in the United States while their fathers were ing or visiting, were examined. The children were videotaped in a tured play setting with an investigator. Repetition without dic change is a less effective means of turn allocation than ion-answer sequences or attention directors because it does not tly pass the conversation back to the other speaker. Two effects repetition without prosodic change can have on a conversation are rated, and conversational exchanges and diagrams illustrating ication devices are presented. (SW)

ED 163 805 FL 009 918

Tenenbaum, Joan M., Comp.
Dena'ina Sukdu'a, Vol. 3. Dghiliq' Sukdu'a (Mountain Stories).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-Apr 76
Grant-1-F01-MH-58640-01; Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($2.50)
Language-English; Athapascan
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Beliefs, Bilingual Education, Elementary Secondary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages, Values
Identifiers-Alaska, *Tanaina Athabascan
This is the third of a set of four books containing 24 examples of the Tanaina art of storytelling. They are intended for use in a bilingual education setting for competent speakers of Tanaina Athabaskan who have knowledge of the writing system. The stories in this volume are part of a group of stories called Mountain Stories which are traditionally told in the summertime. Regarded as a picture of life before white people came to the area, they are told as a way of transmitting Tanaina beliefs, attitudes and values. The stories are presented as they were told by the storytellers and are transcribed in the Tanaina practical orthography. Each one contains an interlinear word-by-word translation and is followed by a free English translation. A chart of the vowels and consonants of the Tanaina alphabet is appended. (AMH)

ED 163 884 HE 010 787

Marshall, Charles B.
The Effectiveness of Home Study.
La Salle Extension Univ., Chicago, Ill.
Pub Date-76
Note-9p.
Available from-LaSalle Extension University, 417 S. Dearborn St., Chicago, Illinois 60605
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Education, Armed Forces, Business Education, Correspondence Courses, *Correspondence Study, Educational Legislation, *Extension Education, *External Degree Programs, Federal Legislation, Foreign Countries, Higher Education, *Home Study, Independent Study, Industrial Education, Postsecondary Education, State Legislation, Universities
Home study as an effective method of adult education is discussed. Results of several major university research studies are cited and examples of the use of home study by labor unions, professional and trade groups, the federal government, and the armed services are presented. Support for the method by legislative and regulatory bodies (such as the Illinois legislature, the states of California and Pennsylvania, and the passage by Congress of the Educational Amendment Act, Title III, Section 104) and increasing use of home study programs in colleges and universities (such as the University of Oklahoma, Goddard College, and the National University Education Association) is reported. It is explained that home study throughout the world (in such countries as the U.S.S.R., Sweden, Australia, Holland, Great Britain, and in Third World Countries) has also increased. Included is a functional analysis of home study and residence education. (BD)

ED 164 023 JC 790 024

O'Banion, Terry
Organizing Staff Development Programs That Work.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date-78
Note-31p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N. W., Washington, D. C. 20036 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Colleges, *Faculty Development, Financial Needs, Financial Support, Guidelines, *Inservice Programs, Inservice Teacher Education, *Junior Colleges, Needs Assessment, *Program Development, Program Evaluation, *Staff Improvement, Staff Orientation

Guidelines in organizing a staff development program in a community college are outlined. Initially, some kind of assessment must be made to determine program needs. Four areas to assess include: (1) administrative views and support; (2) present level of staff development activities; (3) institutional and personal/professional needs; and (4) internal and external resources available to the institution. A statement of philosophy for the staff development program should be developed and approved by those for whom the program is designed. The organization of the program must be appropriate to the limitations and resources of the institution. This organization can include an advisory committee, a full-time coordinator, and the college staff members themselves. A wide variety of activities including development of program materials, methods of improving instruction, and off-campus meetings must be designed to meet the various needs of all the constituencies represented in the institution. Appropriate incentives and rewards must also be made available to the participants. An adequate level of funding is needed for the successful implementation of the program. Finally, there must be an evaluation of the overall program, including indications of improvement in the development of individual staff members. (Author/MB)

ED 164 043 JC 790 050

Armstrong, Cheryl LeChavio

The Impact of Collective Bargaining at the Rancho Santiago Community College District (Santa Ana College).

Pub Date-Dec 78
Note-42p.; An investigative study in partial satisfaction of Education 706, Pepperdine University. Appendix A has been deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrator Attitudes, *Collective Bargaining, College Faculty, Community Colleges, Employer Employee Relationship, *Junior Colleges, *Negotiation Agreements, School Surveys, *State Legislation, Unions
Identifiers-Rodda Act (California)

In order to assess the impact of collective bargaining, mandated in California by the 1976 Rodda Act (Senate Bill 160), on Santa Ana College (SAC), college administrators were interviewed as to the characteristics, problems, and successful practices associated with the collective bargaining process and their recommendations. Contracts and the relevant literature were also reviewed. Bargaining began at the college in 1947, when faculty participation in negotiations was advisory in nature. The subsequent Winton Act provided for a "meet and confer" policy with faculty senates. The current bargaining process at SAC includes: identification of the community of interest to establish a bargaining unity; maintenance of union membership; community participation in proposal negotiation; negotiation in good faith; limitation of the scope of bargaining; frequent hiring of consultants; and an occasional impasse. Administrators felt the process to have resulted in loss of collegiality, loss of flexibility in job assignments, and lack of benefit to students. They also indicated that bargaining was costly and time consuming, and that there was no provision of money for negotiation. Recommendations included not expanding the Rodda Act, disbanding the whole process, and scheduling a block of time for negotiation. Appendices contain an agreement of negotiating procedures and a bibliography. (MB)

ED 164 119 PS 010 312

Williams, Allan F.
Restraint Use Legislation: Its Prospects for Increasing the Protection of Children in Cars.
Insurance Inst. for Highway Safety, Washington, D.C.
Pub Date-Nov 78
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Children, Foreign Countries, *Legislation, Motor Vehicles, *Safety Equipment, State Legislation, *Traffic Accidents
Identifiers-*Seat Belts
Young children and infants are especially vulnerable to serious injury in auto collisions because so few of them are protected by restraints or because legally required restraint devices are improperly used. Seat belt use laws tend to exclude children and child restraint legislation which exists includes gaps and shortcomings that limit its potential effectiveness. Recent empirical evidence from several countries indicates that infants and children can be protected by seat belts. Statistics from Australia indicate that fatalities were reduced among children who were covered by seatbelt laws, while fatalities among younger children excluded from the belt law remained about the same. Recent child restraint legislation in Australia and the U.S. has been associated with legally permitted but hazardous passenger behaviors such as avoiding the use of seat belts, placing children unrestrained in back seats and holding children on laps. It is urgent that all children be included in carefully formulated legislation requiring restraint use. However, improper use of restraint devices can reduce the effects of such legislation. It is likely that significant advances in the protection of children in cars will be achievable only through passive, automatic protective devices. (Author/RH)

ED 164 140 PS 010 354

Gilman, Ann Signatur, Diane

An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Volume IV: Case Studies of Eight HSST/CDA Training Programs.

Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Dec 78
Contract-105-76-1158
Note-83p.; For related documents, see PS 010 272-274
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Case Studies, *Child Care Workers, Early Childhood Education, Educational Assessment, Financial Support, Instructional Materials, *National Surveys, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Program Descriptions, Program Development, *Training
Identifiers-Child Development Associate Training, *Program Head Start

These case studies describe the design and implementation of eight selected Head Start Supplementary Training/Child Development Associate (HSST/CDA) programs. (HSST/CDA training programs are intended to prepare Head Start classroom staff to meet the competency requirements of the CDA credential.) Each case study, selected for its training methods, funding mechanisms, and geographic location is divided into two major sections. The first section consists of background information, including a description of the CDA Training Institution overseeing the program, the Head Start agency served, methods of funding and trainee characteristics. The second section discusses the CDA Training Program, including: staff responsibilities, format for training, training content and materials, procedure for awarding credit, methods of assessment and plans for program modification. Programs selected as case studies include the Region XVI Education Service Center, the Pinellas County Head Start Child Development and Family Services, Inc., the Tulare County Department of Education, University of Maryland-Baltimore County, Elmira College, University of Southern Maine-Maine Children's Resource Center, Iowa State University, and the University of Washington. (SE)

ED 164 159 RC 010 842

Wang, Ching-li Beegle, J. Allan

Retirement Function and Community Growth in Michigan Nonmetropolitan Areas.

Pub Date-Aug 78
Note-40p.; Paper submitted to the Annual Meeting of Rural Sociological Society (San Francisco, California, August 30-September 3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Development, *Community Size, Economic Change, Economic Factors, Manufacturing, *Older Adults, *Population Growth, *Retirement, Rural Areas, Services, Urban to Rural Migration, *Young Adults
Identifiers-Farming, *Michigan, *Nonmetropolitan Areas

In an effort to determine the extent to which the development of the retirement function can contribute to growth and development of rural communities, 42 counties not adjacent to Standard Metropolitan Statistical Areas in Michigan were studied. The retirement function was treated as a specialized community function, parallel to specialization such as agriculture, manufacturing, or services; community was seen as the basic form of organization in which a population adapts to its environment. It was found that none of the specialized functions directly promoted community growth between 1970 and 1975. The retirement function, however, had an impact on wholesale and retail activities and on migration of younger people, which in turn affected population growth and structural development. Migration of younger people to the community was found to be the crucial factor determining population growth and structural development. Since the inmigration of younger people to nonmetropolitan areas was associated with the development of the retirement function more strongly than with any other specialized community function, it was concluded that the development of the retirement function in nonmetropolitan areas was the most important factor contributing to population growth and structural development between 1970 and 1975. (BR)

ED 164 177 RC 010 988

Roessel, Robert A., Jr.
Navajo Education in Action: The Rough Rock Demonstration School.
Rough Rock Demonstration School, Chinle, Ariz. Navajo Curriculum Center.
Pub Date-77
Note-158p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*American Indians, *Boards of Education, *Community Control, Curriculum, *Educational Administration, Educational Alternatives, Educational Facilities, Educational Philosophy, Educational Planning, Elementary Secondary Education, Federal Programs, Governance, Government School Relationship, Illustrations, Interviews, Leadership, Navajo, *Policy Formation, Political Attitudes, Program Development, United States History
Identifiers-American Indian Education, Arizona, *Contract Schools, Federal Indian Relationship, Navajo (Tribe), *Rough Rock Demonstration School AZ
Designed to serve as a guide, a stimulus, and a path for other schools desiring to control their education and that of their children, this book has two objectives: to tell the Rough Rock story the origin, growth, and development of the demonstration school, and especially current events in 1976; and to provide a guide to other communities who wish to control the education of their children. The contents are divided into two sections. Section one discusses: an overview or history of Rough Rock Demonstration School; local control, the Rough Rock School Board, PL 93-638, and interviews; and Navajo emphasis, i.e., general observations, Rough Rock clinic, Kitsilee School, etc. Section two includes: (1) general information, personnel, philosophy, enrollment, current finances, and a ten year overview; (2) the three schools elementary, middle, and community high school; (3) other programs; (4) key areas, focusing on relationships with the Navajo Tribe, Bureau of Indian Affairs, United States Public Health Service, United States Congress, and the Office of Education; and (5) interviews and summary evaluations with the staff and students conclude the book. In conclusion, the document emphasizes a unique concept in community development and local control of Indian education that shows great faith in Indian people and gives them direct control over their education. (RTS)

ED 164 196 RC 011 020

Munro, Fern H.

Laguna-Acoma High School Alumni, Classes of 1964 through 1974, Who Have Earned Bachelor's Degrees.

Pub Date-Aug 78
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bachelors Degrees, *College Graduates, *College Majors, Ethnic Distribution, *Followup Studies, Grade Point Average, *High School Graduates, Tribes, Universities
Identifiers-Acoma Pueblo (Tribe), *American Indian Education, Class Rank, Laguna Pueblo (Tribe), *New Mexico

Students, families, colleges and funding agencies contributed data to determine the educational status of the alumni of Laguna-Acoma High School in New Mexico. Of the 749 students graduating from the school from its opening in 1964 to 1974, sixty-two students, or 8%, received a baccalaureate degree by August of 1978. New Mexico colleges and universities conferred the majority of these degrees. The gradepoint averages of the college graduates at the time of their high school graduation ranged from 3.987 to 1.818. Their Rank in Class ranged from first to fifty-first. The graduates entered nineteen different major fields of study, but education (30%) and business administration (14%) were by far the most popular. There are brief breakdowns by ethnic background and graduating class. An appendix lists the college graduates, their schools, and their major fields of study. (SB)

ED 164 215 RC 011 048

Cosby, Arthur G., Ed. Charner, Ivan, Ed.
Education and Work in Rural America The Social Context of Early Career Decision and Achievement.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-76-0072; EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Achievement, *Aspiration, *Career Choice, *Educational Objectives, Ethnic Groups, Failure Factors, Family Characteristics, Longitudinal Studies, Marriage, Military Service, Occupations, Place of Residence, Racial Differences, Rural Areas, *Rural Youth, Sex Differences, Sex Stereotypes, Socioeconomic Status, *Southern States, Student Placement, Success Factors

Career and career-related preferences rural youth made and estimation of degree to which choices were translated into adult behavior were investigated by tracing a rural sample of southern 1968 high school graduates through the first four years of post-high school. Focus was on choices expressed and attainments experienced with respect to education, occupation, marriage, fertility, residence, and military service. Sex and race variation was analyzed. Results indicated: (1) social origins and school tracking low predictability for estimating achievement levels; (2) adolescent preferences all four race and sex groups expressed mainstream American success orientations; (3) early adult behavior and preferences dominant influence was educational preference, followed by occupational preferences and marriage plans (high level educational/occupational preferences facilitated, early marriage preference depressed attainment); (4) sex differences apparent in content of career preferences (restricted sex-typed orientations) and greater depressing effects of familial influences; and (5) race differences harder for Blacks to transmit advantages achieved at any stage to the next phase. Implications are that programs for rural women should expand preference content of orientation and stress results of early marriage/fertility on attainment, and programs for rural Blacks should focus on ways to transmit preferences into attainment. (RS)

ED 164 233 RC 011 080

McLean, Edward L. Colclough, Glenna S.
Power and Decision Making in a Rural County: A Longitudinal Analysis.
Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.
Report No.-S-120
Pub Date-78
Note-14p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-120, "Social Organization for Development of Low-Income Rural Counties"; Prepared for distribution at the Annual Rural Sociological Society Meeting (San Francisco, California, August 30-September 3, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Leaders, Community Surveys, *Decision Making, Demography, Government Role, *Individual Power, Informal Organization, Longitudinal Studies, Political Power, *Power Structure, Rural Areas, Rural Economics, *Rural Population, *Social Science Research, Sociocultural Patterns
Identifiers-*South Carolina (Kershaw County)
Social power is defined as the ability to affect group decisions; power actors are those individuals who seek and exercise power and affect group decisions. Power structure research was conducted in Kershaw County, South Carolina in 1971 and 1977. Although methodologies differed, both surveys identified and interviewed power actors for the county, listing 49 power actors in 1971 and 45 in 1977. During the six year period new power actors emerged; the lists shared only 15 common names. Physicians, dentists, clergy, school administrators and industrial executives were on the 1971 list but not the 1977 one. The merchant/realtor/developer category was most numerous in 1977. Influence of the Junior Chamber of Commerce, service clubs, fraternal orders, and religious groups nearly vanished by 1977. Influence from and participation in quasi-governmental commissions, councils, and public service agencies increased. Although this pattern facilitated participation from more individuals and enhanced a trend toward pluralism, two dangers are seen. Funds for some public programs may decline, creating needs for abrupt adjustment in institutional functions. More importantly, many programs depend on federal-state-regional support, and power structure and decision making also are dependent on these federal, state, and multi-county council funds. Thus, more of the decisions for Kershaw County are being expedited outside the county. (DS)

ED 163 783 FL 009 876

Bowerman, Melissa

The Acquisition of Rules Governing Possible Lexical Items:'' Evidence From Spontaneous Speech Errors. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, *Cognitive Processes, Comprehension Development, *Language Development, Language Research, *Linguistic Performance, Longitudinal Studies, Psycholinguistics, *Semantics, Sentence Structure, Surface Structure, *Syntax, Verbal Development, *Verbs

The acquisition of rules for formulating causative verbs was studied with children over a period of a few years. Most of the data is based on the spontaneous speech of the author's two daughters, from age 2;6 to 6;2 and from age 2;4 to 3;11. It was hypothesized that there are at least two prerequisites for the child's formulation of a general rule for converting noncausative predicates into simple causative sentences: (1) achievement of an underlying representation in which the semantic material conflated by the rule is spelled out relatively explicitly and (2) knowledge of some unanalyzed, memorized forms patterned according to the rule. It is concluded that in acquiring their lexicon children seem to be doing more than just working out the meanings of individual words. The child has rather abstract information about what lexical items are possible in her language, which allows her to predict, sometimes erroneously, that words with certain meanings will exist. The child's analysis of the semantic structure of her words seems to proceed in rather close conjunction with syntactic development. The close-to-simultaneous emergence of periphrastic (unconflated) causative sentences and their conflated counterparts at two stages of development in the study data suggests that sentences of both kinds are ultimately related to the same underlying structure. It is the achievement of this structure that allows the child to acquire a productive control over the variety of surface realizations of it that her language offers. (SW)

ED 163 826 HE 009 854

Simpson, Robert J., Ed.
Teaching "Law and Education" Outside the Law School.
Association of American Law Schools, Washington, D.C.
Pub Date-29 Dec 75
Note-49p.; Symposium presented at the annual meeting of the Association of Law Schools (December 29, 1975)
Available from-Association of American Law Schools, One Dupont Circle. Washington, D.C. 20036 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Conference Reports, Course Descriptions, Educational Objectives, Graduate Study, *Higher Education, Instructional Materials, *Legal Problems, *Legal Responsibility, Needs Assessment, Professional Training, *School Law, Undergraduate Study

A symposium discussion is presented on the topic, "Teaching 'Law and Education' Outside the Law School." The participants were: Walter J. McCann of Harvard Graduate School of Education; E. Edmund Reutter, Jr., of Teachers College of Columbia University; Robert J. Simpson of University of Miami Center for Policy and Law in Education; Tyll Van Geel of the University of Rochester College of Education, and Alan Miles Ruben (Moderator) of Cleveland State University College of Law. The discussion addresses courses involving law in education, or the legal aspects of education. It is suggested that it is increasingly important to teach educators about legal rights and responsibilities. Graduate versus undergraduate course offerings and the content of law and education courses are discussed. Service opportunities of a center for educational policy and law are outlined, and problems of materials and methodology in teaching law and education courses, and the particular problems in teaching at the higher education level are discussed. Summary statements by the participants and questions from the audience are included. (SW)

ED 163 846 HE 010 655

The Swedish Programme for Research into Higher Education, R&D for Higher Education, 1978:4.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-17 May 78
Note-20p.; Best copy available
Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Organization, *College Administration, Concept Formation, Educational Benefits, Educational Objectives, *Foreign Countries, Governance, Higher Education, Learning Theories, *Postsecondary Education As a Field of Study, *Research and Development Centers, Researchers, *Research Projects, *Research Skills
Identifiers-Research Reviews, *Sweden

The research program of the National Swedish Board of Universities and Colleges is concerned with four main areas: the role of higher education in society, higher education as a system (structure and governance), the environment and working methods of research and of teaching. Some work has also been started in research and development organization and planning. The current status of each area, including recent reports, conferences, and current projects are presented. The management of the research program and the program's links to the organization of higher education are described briefly. The budget for 1978-79 and conference plans are included. Appendices deal with the distribution of the resources between university subjects and problem areas, subjects represented by the leading researcher, and the composition of the program's advisory groups problem area meetings. (SW)

ED 163 864 HE 010 702

Carter, Lisle C., Jr. And Others
Continued Viability of Universities as Centers for Basic Research.
National Science Foundation, Washington, D.C.
Pub Date-20 Oct 78
Note-36p.; Report prepared by NSF Advisory Board
EDRS Price MF-S0.83 HC-S2.06 Plus Postage.
Descriptors-College Faculty, Higher Education, Post Doctoral Education, Program Proposals, *Research and Development Centers, Researchers, *Research Needs, *Research Opportunities, Research Problems, *Scientific Research, Scientists, Trend Analysis, *Universities
Identifiers-*Basic Research
The findings and 13 recommendations of a NSF Advisory Council task force that evaluated universities as centers of basic research are presented. Listed are the major strengths of universities as centers for basic research (including continuity and tradition, freedom of research, interactions among disciplines) and such threats to their viability as declining enrollments, aging of faculties, lack of faculty positions for young scientists, inadequate funding, deterioration and obsolescence of physical plants and scientific instruments, increasing regulations, pressures for applied research, and conflict between research and teaching. The 13 recommendations propcsed deal with the following areas: post doctoral fellowships; research career development awards; research scientist awards; national research professorships; undergraduate summer research participation; assistance to teaching institutions; research on research; retirement plans and incentives for early retirement; equipment needs and utilization; facilities; impact of federal regulations; and uncoupling research and teaching. (BD)

ED 163 906 IR 006 219

Muller, Mervin E.
Computers as an Instrument for Data Analysis. Technical Report No. 11.
Wisconsin Univ., Madison.
Pub Date-Aug 68
Note-66p.; Parts may not reproduce well due to light print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Algorithms, Computer Programs, *Computers, *Data Analysis, Data Processing, Facilities, Futures (of Society), Management Information Systems, *State of the Art Reviews, Systems Analysis, Systems Approach
Identifiers-Computer Software, Digital Transmission Systems, *STATJOB
A review of statistical data analysis involving computers as a multi-dimensional problem provides the perspective for consideration of the use of computers in statistical analysis and the problems associated with large data files. An overall description of STATJOB, a particular system for doing statistical data analysis on a digital computer, includes system design goals, the current analytical status, and a flow chart. A brief look at the future of computers in data analysis and a 93-item bibliography conclude the report. (CMV)

ED 163 929 IR 006 472

Summary of a Study of Organization and Governance of Alabama State Library Systems.

Public Administration Service, Washington, D.C.
Spons Agency-Alabama Public Library Service, Montgomery.
Pub Date-May 78
Note-32p.; For related document, see IR 006 473
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Libraries, Administrative Organization, Charts, Cost Effectiveness, *Decentralized Library Systems, Library Administration, *Library Cooperation, *Library Networks, *Library Services, *Organizational Change, Public Libraries, School Libraries, Special Libraries, State Agencies, State Legislation, *State Libraries
Identifiers-*Alabama

Findings and recommendations compose the two sections of this summary of A Study of the Organization and Governance of Alabama Library Systems. The findings indicate the need for a central coordinating state library agency with multi-type library concerns that could strengthen the role of other state agencies concerned with library development. In light of these findings, the approach appearing most favorable to Alabama, which would provide better library service to the people in a cost-effective fashion, involves the voluntary creation of self-governing cooperatives composed of all types of libraries, which would be aided by state funds based on negotiated program agreements. Recommendations for implementing these ideas are provided specifically, those concerning a general plan for cooperative library systems, including necessary legislative changes and organizational aspects, as well as those for cooperative systems of different kinds of libraries: academic, public, school, and special. Charts of the proposed organization for both interlibrary cooperation at the state level and a district library system are included. (JD)

ED 163 954 IR 006 536

Houston Public Libraries Annual Report, 1977.
Houston Public Library, Tex.
Pub Date-77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annual Reports, Comparative Statistics, Directories, Grants, Library Automation, Library Circulation, Library Expenditures, Library Extension, *Library Programs, *Library Services, Maps, *Public Libraries
Identifiers-*Texas (Houston)

Primary focus in this 1977 annual report of the Houston Public Library system is the library's nine-month program, City...Our Urban Past, Present and Future," which was funded by a grant from the National Endowment for the Humanities. Aspects of the first four months of the program that are described include its lecture series, exhibits, reading guides, media coverage, and gala celebration. In addition, some of the more unusual library programs during the year are noted particularly its birthday party, Valentine Special, and Midsummer Eve Festival. Innovative and growth aspects of the library's other services and programs are briefly presented in three areas: branches, technical services, and Central Library. Of particular mention are special services Books By Mail, The Neighborhood Information Service, and the multiservice project; automated conversion changes; and publicity. Comparative statistics for 1976 and 1977, covering borrowers, use of library materials, book stock, finances, and personnel are also included, as well as a directory and map of the branches in the Houston Public Library system. (JD)

ED 164 002 IR 006 799

Raaum, Alfhild M.

A History of Alaska's Involvement in Education Via Satellite, 1970-1975.

Pub Date-Apr 78
Note-163p.; Ph.D. Thesis, Walden University, Naples, Florida; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, *Communication Satellites, *Demonstrations (Educational), Educational Problems, *Educational Research, Eskimos, *Historical Reviews, Program Descriptions, *Rural Education, State of the Art Reviews, Telecommunication
Identifiers-*Alaska

Data for this study were gathered from primary sources (interviews, government records, minutes of meetings, correspondence, and tapes of programs), as well as secondary sources including the two reports The Action Study of Educational Uses of Satellite Communications in Remote Alaskan Villages'' and The Educational Satellite Communications Demonstration.'' The former experiment used radio via Applied Technology Satellite One, while the latter used television via Applied Technology Satellite Six. These experiments were successful in broadcasting programs, both commercially made and self-produced, into selected Alaskan villages and cities at 40 test sites. Unique features included low-cost earth stations, audience interaction, consumer committees, utilization aides, and four-language channels. The possible effects of satellite communications upon current Alaskan educational problems such as the bilingual and multicultural aspects, need for early childhood education, the change from boarding high schools to small rural ones, the reorganization of the State Operated School System into independent school districts, and the need for adult higher education and vocational training, were explored. Results indicated such major findings as (1) satellites were an effective method of furthering education in Alaska including rural areas, (2) certain educational services could be delivered to rural Alaska only by means of satellites, (3) viewer input was advantageous in program selection, (4) government and nongovernment agencies cooperated effectively in planning and producing programs, and (5) regional networks were needed to supplement the statewide capacity in order to accommodate and sustain the multi-ethnic feature of the Alaskan population. (Author/CMV)

ED 164 063 JC 790 072

Institutional Research, Fiscal Year 1978: Evaluations. Research Monographs II, IV, and V.

South Oklahoma City Junior Coll., Okla.

Pub Date-78
Note-22p.; Parts may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classrooms, Community Colleges, *Facility Utilization Research, Institutional Research, Instructional Materials Centers, Instructional Media, *Junior Colleges, Management, *Participant Satisfaction, School Surveys, *Use Studies, Workshops

The first of the three research studies presented in this collection focuses on student, faculty, and staff evaluation of media production and distribution at South Oklahoma City Junior College. Results from the questionnaire surveys revealed that students used the Learning Resource Center two to three times a month, while faculty and staff used it about once a week; and that there was general satisfaction with media production in areas of audio, visual, photography, graphics, composing, and printing. The second study examined classroom usage, excluding lab space and conference rooms, for three consecutive semesters during 1977 and 1978, establishing a consistent pattern of heaviest usage in late mornings, Monday through Friday; early afternoon, Monday through Thursday; and after 5:30 p.m., Monday through Thursday. The third report summarizes the evaluation of a two-day management workshop to facilitate future planning and increase intraschool communication. The workshop had three sessions: the first, a report on the progress being made on each of the 1977-78 institutional goals; the second, small group discussion of assessment and placement of students, the enrollment process, and scheduling of classes; and the third, a presentation on management and communication skills. Responses received from 19 of the 21 participants indicated that 89% felt the workshop was excellent. Data tables and evaluation instruments are included. (MB)

ED 164 082 JC 790 106

Irvine, Jack B.

Some Considerations of Sue-Kirk Study on Chinese-Americans and Its Applications to Merritt College's Chinese Population.

Merritt Coll., Oakland, Calif.
Pub Date- 73
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Chinese, *Chinese Americans, Junior Colleges, *Junior College Students, Language Ability, *Personality Assessment, Personality Studies, Student Characteristics, Student Interests, *Student Motivation, *Student Testing, Universities, Vocational Interests

A study conducted by Derald Sue and Barbara Kirk in 1972 of Chinese-American students attending the University of California at Berkeley (UCB) is compared with a study and observations of Chinese-American students attending Merritt College. The Sue-Kirk study administered the School and College Ability Test (SCAT), the Strong Vocational Interest Blank, and the Omnibus Personality Inventory to entering freshman in 1968 and selected 236 Chinese-American students' results to determine their abilities and traits and compared them to the whole entering freshman group. The Chinese-American students at Merritt College were found to be comparable on SCAT scores to the UCB group but at a much lower mean; the tendency revealed by the Sue-Kirk study of higher quantitative skills than verbal ones was supported by the Merritt study. Two populations considered by the Merritt study that were excluded by the Sue-Kirk study were recently arrived immigrant/alien residents, and Chinese non-immigrant students. The study considers English Language Placement Test scores of these students in relation to their SCAT scores, and makes observations on the interest and motivation of these three groups of Chinese-American and Chinese students in relation to the findings of the Sue-Kirk study. (MB)

PS

ED 163 978 IR 006 656

Bork, Alfred And Others
Conference on Intelligent Videodisc Systems. Brief Informal Summary.
California Univ., Irvine.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Dec 77
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computers, Conference Reports, Diffusion, Equipment Manufacturers, Flow Charts, *Futures (of Society), *Instructional Innovation, Marketing, Technological Advancement, *Videodisc Recordings
Identifiers-Computer Software
A three-day conference on intelligent videodisc systems was held to formulate a plan for the development of the necessary videodisc hardware and the possible production of materials to be available on a commercial basis. Those attending the conference included individuals from academic institutions and similar organizations concerned with using the computer as an educational tool, developers and potential manufacturers of the videodisc technology, developers and producers of computer equipment, and representatives from government agencies. Activities included presentations of informal review papers, small group discussions and reports, and demonstrations; topics covered were trends in private computing, computer assisted instruction, videodiscs and home entertainment, hardware and software, courseware production, development sites, marketing possibilities, and organizational mechanisms. (CMV)

ED 164 102 PS 010 284

Katz, Lilian G.

Helping Others Learn to Teach: Some Principles and Techniques for Inservice Educators.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-400-78-0008
Note-43p.; Based on presentation given by the author and James D. Raths at the symposium on Teaching Relationships (Silver Spring, Maryland, February 1978) ; Parts may not reproduce clearly due to light type
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #181, $2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Child Care Workers, *Educational Principles, *Effective Teaching, Higher Education, *Inservice Teacher Education, Postsecondary Education, Preschool Teachers, Teacher Attitudes, *Teacher Educator Education, *Teaching Techniques
Identifiers-Child Development Associate

Some principles, assumptions, and teaching techniques related to inservice education are presented in this paper for teacher educators who work with teachers or caregivers, Child Development Associate graduates or prospective teachers. The following principles for the selection of interactional focus are identified and discussed: (1) the teacher's understanding of her own situation; (2) strengthening (the teachers) worthwhile dispositions; (3) teacher competencies already acquired; (4) building long term relationships; and (5) providing moderate amounts of inspiration. General techniques for working with teachers are described under the following headings: (1) maintain an optimal distance between yourself and the teachers you are working with; (2) cultivate the habit of suspending judgment on what you observe; (3) phrase suggestions in experimental form; (4) avoid the temptation to stop a pattern behavior; (5) help the teacher to re-define her job so that it is achievable; (6) act as a neutralizer of conflicts; (7) use demonstrations of your own skills cautiously; (8) share your understanding of how a teacher sees you; and (9) resist the temptation to use'' teachers to get to the children. Concluding comments suggest useful assumptions for teachers. (SE)

ED 164 197 RC 011 021

Warfield, Walter H. And Others
The Effects of Public Act 80-247 (The Farmland Assessment Act) on Illinois School Finance.
Illinois State Univ., Normal.
Spons Agency-Illinois School Problems Commission, Springfield.; National Conference of State Legislatures, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-98p.; Parts may not reproduce clearly due to print quality
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Agriculture, *Assessed Valuation, *Educational Finance, Income, *Land Use, Local Government, Productivity, Property Taxes, Public Schools, Rural Areas, School Taxes, State Aid, *State Legislation, State School District Relationship, *Tax Support
Identifiers-*Farmland Assessment Act, *Illinois
Although the Illinois Farmland Assessment Act is not an educational finance reform but is designed to ease the increasing tax burden on the state's farmland and provide a uniform, state-wide method of farmland tax valuation, it has a significant impact on K-12 public school financing because of the relationship between property and public school funding. There is as yet no actual analysis of the effects of this tax reform on local and state contributions to public education, but the two simulated computations of 1977-78 school revenue conducted using assessment data provided by various state offices for 99 of 102 Illinois counties and 784 school districts indicate that under the new law most school districts will generally suffer short term revenue losses until the guaranteed funding levels are reached. Recommendations include delaying the full implementation of the act for one year by the extension of the 'hold harmless' clause until farmland assessments catch up to 1976 levels, monitoring the effect of the Act on education, modifying and duplicating the study, and considering legislation that would allow school districts to recover any resulting loss. (SB)

ED 133 764

Ingram, Lise

Evidence for an Interactionist-Discovery Theory of Child Phonology. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Case Studies, *Child Language, Discovery Processes, Generalization, Generative Phonology, *Language Development, Language Patterns, Language Research, *Learning Processes, Learning Theories, *Linguistic Theory, Phonemes, Phonetics, *Phonology, *Verbal Development

An interactionist-discovery theory of child phonology is proposed based on the following tenets: children invent their own phonological rules, and phonetic mastery is not automatically or generally in step with learning about phonemic contrasts. When a child learns the sound pattern of a language, there is constant interaction between the structure and that which is structured, and there is active discovery of the structure. Evidence is principally drawn from a recent longitudinal intensive case study, but independent support is also cited. Based on the case study, two modes of rule formation are discussed. The first rule invention is essentially a generalization process that can be interpreted as a carrying over of articulatory habits from one or a few established words to new words. In the second rule invention that occurred with the child, two different but similar output (surface) patterns coalesced or consolidated with one another. There were several different cases of rule formation by consolidation, and two of them are discussed. Evidence from the child concerning the early development of phonemic patterning is cited, and the phenomenon of the selective avoidance of certain sounds by some children is discussed. (SW)

ED 163 806 FL 009 919

Tenenbaum, Joan M., Comp.
Dena'ina Sukdu'a, Vol. 4. Nanutset K'ughun Nil T'qul'an Qegh Nuhqulnix (Stories of the Wars They Had Before Our Time).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-Apr 76
Grant-1-F01-MH-58640-01; Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($2.50)
Language-English; Athapascan
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Elementary Secondary Education, *Folk Culture, *Instructional Materials, *Language Instruction, Reading, *Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages
Identifiers-Alaska, *Tanaina Athabascan
This is the fourth of a set of four books containing 24 examples of the Tanaina art of storytelling. They are intended for use in a bilingual education setting for competent speakers of Tanaina Athabaskan who have knowledge of the writing system. The stories in this volume are true historical accounts of events that occurred in the wars with the Eskimos to the south. The stories are presented as they were told by the storytellers and are transcribed in the Tanaina practical orthography. Each one contains an interlinear word-by-word literal translation and is followed by a free English translation. A chart of the vowels and consonants of the Tanaina alphabet is appended. (AMH)

ED 163 865 HE 010 709

Scott, Robert A.
The "Amateur" Dean in a Complex University: An Essay on Role Ambiguity.
Pub Date-7 Nov 78
Note-21p.; Paper presented at the Ontario Institute for Studies in Education Conference on Deans as Individuals in Organizations (University of Toronto, Canada, November 5-7, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrator Evaluation, *Administrator Role, Board Administrator Relationship, *College Administration, *College Deans, Higher Education, Interaction Process Analysis, Interpersonal Competence, *Interprofessional Relationship, Leadership Qualities, *Liberal Arts, Organizational Climate, Personality, *Role Conflict, Role Perception, Teacher Administrator Relationship
Identifiers-Cornell University NY
An examination of the university dean's role and its conflicts and ambiguities considered the type, frequency, nature, and the dynamics of the liberal arts dean's interactions with his faculty and staff and the central administration. Relations with staff and the provost and the dean's role as an individual in an organization are given major attention. Information was obtained from the daily logs kept by the deans who served at Cornell University between 1965 and 1978 and from the records and observations of the author, who served as assistant and associate dean. The logs provided information about the deans' use of time, the issues that occupied them, the process of decision making, and the people who were consulted. The role of the dean as cited in the literature and background information about the three deans at Cornell are included. The concerns of the deans as revealed in the logs involved: extraordinary activities, such as student sit-ins; department budget items; operating expenses; curriculum; and faculty appointments and status. Most of each dean's time and attention concerned faculty appointments and status. It is argued that the adoption of the term "amateur" for the liberal arts dean is a means of coping with the conflicts and ambiguities of the dean's role. The skills and traits required by the position are rooted in personality and character. Posing as an "amateur" allows the liberal arts dean to exercise "moral suasion" on his colleagues. (SW)

ED 163 885 HE 010 788

Facts About Women in Higher Education.
Women's Equity Action League Educational and Legal Defense Fund, Washington, D.C.
Pub Date-Jul 77
Note-14p.
Available from-WEAL Educational and Legal Defense Fund, 733 15th St., N.W., Suite 200, Washington, D.C. 20005 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Access to Education, Administrator Qualifications, *Affirmative Action, College Faculty, *College Students, Data Analysis, Employment Opportunities, Enrollment Rate, *Equal Education, Equal Opportunities (Jobs), *Females, Graduate Study, Higher Education, Personnel Policy, Salary Differentials, *Sex Discrimination, Undergraduate Study, *Women Professors

Information is presented on women as students, women graduates in the job market, women as faculty members and administrators, and the status of affirmative action. Women's enrollment in undergraduate education, traditional and nontraditional majors, enrollment in graduate and professional schools, degrees earned, dropout information, and the salary and status of women faculty members and administrators are covered. Vigorous enforcement of federal laws is advocated to provide equal opportunity in higher education and equal access to jobs upon graduation. Affirmative action plans, with goals and timetables, are needed, since the statistics show women are unemployed more often than men, underemployed, and more often underpaid. Being qualified is not yet enough to guarantee equality of opportunity. (SW)

ED 163 907 IR 006 224

Teaching and Learning in the TEC Era.
Welsh Joint Education Committee, Cardiff (Wales).
Pub Date-Nov 76
Note-93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Change Strategies, *Course Objectives, *Curriculum Development, *Educational Assessment, Educational Strategies, *Educational Technology, *Inservice Teacher Education, Instructional Improvemen , Policy Formation, Student Testing, Teaching Techniques
Identifiers-Technician Education Council, *Wales

A series of short courses was presented on various aspects of curriculum practice to enable teachers to review and reconsider established practices, to acquire knowledge of recent and impending developments, and to gain experience in the techniques involved. This collection of rewritten versions of lectures given at these classes is divided into two parts. Three sections in the first part focus on objectives, assessments, and activity-based learning situations, while the final section is an effort to reconcile the problems of preparing worthwhile objectives relating to transferable mental skills and personal qualities with the need to make valid assessments. The second part provides examples, based on teacher ideas and experiences, of activity-based teaching-learning situations demonstrating the implementation of the principles discussed. (Author/CMV)

ED 164 120 PS 010 313

Jones, Leroy And Others

CDA Pilot Projects: Innovations in Training.

University Research Corp., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-HEW-105-76-1132
Note-165p.
EDRS Price MF-$0.83 HC-$8.00 Plus Postage.
Descriptors-Administrative Problems, *Child Care Workers, Early Childhood Education, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Program Descriptions, *Program Development, Summative Evaluation, *Training
Identifiers-Child Development Associate

This report is a description and summarization of the Child Development Associate (CDA) competency-based training approaches designed and implemented by 13 federally funded pilot training projects. Chapter I provides a historical narrative of the program design and implementations in the first seven years of the CDA program. Chapter II describes the geographical setting, organizational structure and key features of training of each of the 13 pilot projects. The chapter that follows provides information on how the pilot staffs designed, developed, and implemented their approaches to CDA training and program management according to CDA Training Guidelines. Pilot programs are grouped according to commonalities and unique features in their approaches to meeting the CDA Training Criteria. In some cases individual pilots are discussed for purposes of clarity and understanding. At other times the pilots are grouped together and general statements are made. The final chapter discusses positive and negative factors concerning the impact of the projects, including institutional and other changes. Suggestions and recommendations offered by pilot project staffs on administration, curriculum development and implementation are discussed. The appendices include a glossary of CDA terms and procedures, statistical information, academic course and credit information, names of pilot project personnel, resource publications, and publications about CDA. (Author/SE)

ED 164 141 PS 010 356

Brownell, Celia A. Hartup, Willard W.
Indeterminate and Sequential Goal Structures in Relation to Task Performance in Small Groups.
Pub Date- 77
Note-27p.; Filmed from best available copy
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Competition, Cooperation, Early Childhood Education, Elementary School Students, *Group Dynamics, *Individualism, *Performance Factors, *Problem Solving, *Rewards, *Teamwork

In this investigation of group problem solving in small groups, performance on a tower-building task was studied in same-sex triads of 141 third grade children exposed to four instructional conditions, each consisting of three phases of six trials each. Instructional conditions were either determinate (i.e., individualistic or contrient reward structures) or indeterminate (i.e., undesignated or no rewards). In Phase One and Three of the task, triad members were equally rewarded (i.e., promotive reward structure). In Phase Two members received rewards according to different instructional conditions. Four measures of group performance were obtained. Two-factor multivariate analyses of variance were conducted, with repeated measures on Phase Two. Results of this study and the reanalysis of a previous study indicate that discrepancy scores between most and least contributing group members increased over time regardless of the instructional condition to which the group was exposed. In regard to indeterminate conditions, the change from promotive to no reward contingencies resulted in the maintenance of cooperative strategies. Change from promotive to undesignated reward contingencies resulted in a shift to individualistic performances.

Generally, the children interpreted current task demands in terms of current goals, and transitions between cooperation, competition, and individualization were immediate. Further research into the interaction of contextual factors and immediate goal structures is recommended. (Author/RH)

ED 163 827 HE 009 936

Horch, Dwight H.

Estimating Manageable Educational Loan Limits for Graduate and Professional Students.

Educational Testing Service, Princeton, N.J.
Pub Date-Mar 78
Note-50p.; Reproduced from best copy available
Available from-Educational Testing Service, Princeton, N.J. 08541
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Calculation, *College Students, *Financial Support, Graduate Students, Higher Education, *Income Contingent Loans, *Loan Repayment, Medical Students, Professional Education, Statistical Data, *Student Loan Programs
Identifiers-Law Students

Educational loan limits for graduate and professional students were estimated to provide manageable repayments that were a proportion of the borrowers' future consumption budget data. Based on each professional group's income profile, loan repayments were computed for each year of repayment and summed across alternative repayment periods to arrive at the aggregate ability to repay during the repayment period. Manageable aggregate ability to repay for each graduate and professional group was then converted into manageable loan principal limits for loans with alternative interest rates, amortization periods, and repayment plans (equal installment and graduate repayment option). The simulated manageable educational debt levels were intended to illustrate the relationship between the hypothetical prospective income of selected professional groups and their theoretical ability to repay educational loans. Borrowers may want to elect a graduated repayment option and to extend the repayment period from 10 to 15 years if their total educational indebtedness exceeds a threshold amount. Separate borrowing limits and graduated repayment option plans could be established under the Guaranteed Student Loan Program for borrowers in different professions. Simulated loan principal limits were run for the following groups: males with five or more years of college, law students, medical students, and doctoral scientists and engineers. Eleven tables and formulas for estimating loan repayments are included. (SW)

ED 163 847 HE 010 657

Conceptions of Reality: A Study of Changes in University Students. R&D for Higher Education, 1978:7.

Gothenburg Univ. (Sweden). Inst. of Education.; National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-24 May 78
Note-8p.
Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Objectives, Cognitive Style, College Students, Concept Formation, *Economics, *Engineering, Foreign Countries, Higher Education, Interviews, *Knowledge Level, Learning Theories, Longitudinal Studies, *Medical Education, Professional Education, *Psychology, Research Projects

A project, using a longitudinal survey, seeks to describe the cognitive content of the professional competence developed within the field of engineering, psychology, economics, and medicine. With the aid of several empirical studies, the project will hopefully clarify when and how changes occur in students' perceptions and patterns of thought, similarities and the effects of transition from studies to vocational activities. The project, planned to proceed from 1977 through 1983, will include analysis of the aims of the educational fields from a general viewpoint, compilation of and testing of interviews, and interviewing of students. The methodological approach of the study, which is closely related to cognitive theory and the psychology of learning, attempts to study educational effects in a different perspective and is based upon theoretical and methodological work carried out by the TIPS project. The approach is a search for educational effects in the form of qualitative characteristics and changes in the students' comprehension of concepts and principles. (SW)

ED 163 930 IR 006 473

A Study of Organization and Governance of Alabama State Library Systems.
Public Administration Service, Washington, D.C.
Spons Agency-Alabama Public Library Service, Montgomery.
Pub Date-May 78
Note-366p.; For related document, see IR 006 472
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Administrative Organization, Bibliographies, Cultural Context, *Decentralized Library Systems, Economic Climate, *Library Cooperation, *Library Networks, Library Role, Library Surveys, Models, State Agencies, State Government, State Legislation, *State Libraries, *Statewide Planning, Tables (Data)
Identifiers-*Alabama

In order to provide the citizens of Alabama with the best possible library service for a given level of funding, this study recommends a model for the organization and funding of multi-type library cooperation in the state, based on a review of past developments and current conditions, together with proposed changes in state library legislation and regulations. Information was gathered from group meetings of librarians representing different types of libraries, as well as from extensive travel throughout the state by the on-site project director, who discussed library development with library staffs. Included in this study are a review of the significant background characteristics of library affairs in the state (physical, cultural, economic, and governmental), and discussions of the conditions, needs, and services of the four types of libraries under investigation (academic, public, school, and special). The concept of cooperative organization is examined for each group. The final sections deal with various legal and regulatory considerations that such a proposal entails. Maps and data tables are used throughout the study, and excerpts from the Code of Alabama (1975), as it applies to each type of library, are appended. A selective bibliography of books and documents used in the study is also included. (JD)

ED 163 955 IR 006 545

Anderson, Barbara E.

The Art and Literature of Motion Pictures. A Study in Bibliographic and Filmographic Control.

Pub Date-78
Note-73p.; Some figures and tables are illegible
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Archives, *Bibliographies, *Cataloging, Classification, *Filmographies, *Films, Film Study, Literature, Literature Guides, *Literature Reviews, Periodicals

This survey of efforts in the bibliographic control of film literature includes a review of cataloging practices for motion pictures, an analysis of the handling and control of the major works about motion pictures, a comparison of the major film cataloging codes used in the United States, Great Britain, and Europe, and a survey of the major filmographies in existence. The section on the literature of films includes major bibliographies, periodical guides, biographical handbooks for the study of motion pictures, sources of archival collections, and a section on the classification of film literature. Major strengths are identified, i.e., the recent film catalogs of the American Film Institute and the British Film Institute and comprehensive and specialized bibliographies for published monographic literature. The weaknesses indicated lie in the coverage of periodical literature and biographical information on the lesser known personalities, with a major gap in the collecting and cataloging of filmscripts and screenplays. A bibliography is included. (Author/JEG)

ED 163 979 IR 006 657

Bond, Nicholas A. And Others

Studies of Verbal Problem Solving: II. Prediction of Performance from Sentence-Processing Scores. Technical Report No. 87.

University of Southern California, Los Angeles. Dept. of Psychology.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-Jun 78
Contract-N00014-75-C-0838
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Cognitive Processes, Complexity Level, Deductive Methods, Higher Education, *Logic, *Logical Thinking, *Predictive Validity, *Problem Solving, Sentences, Structural Analysis

This study explores the extent to which scores on four separate complex reasoning solution processes could predict performance on difficult problems. Definitions are provided for the four processes intra-sentence processing, inter-sentence processing, ordering, and collecting and previous work done in the field is outlined. The procedures used in obtaining scores for the four processes and the results of the initial experiment are discussed. The description of a training demonstration, designed to teach the skills needed in complex problem solving, includes the results of this exercise. A discussion of the success of the training procedure, a list of references, and typical sentence-inference sheets are also provided. (RAO)

ED 164 024 JC 790 026

Bichara, Kamal F. Hazard, Francis E.
Computerized Statistical Analysis of Student Evaluation of Faculty.
Pub Date-Jul 78
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association Special Interest Group for Community-Junior College Research (Springfield, Illinois, July, 1978). Appendices B, C, and D have been deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Effective Teaching, Electronic Data Processing, Evaluation Criteria, *Measurement Instruments, *Postsecondary Education, *Questionnaires, School Surveys, Student Attitudes, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, Teacher Evaluation, Teacher Improvement

An instrument for measuring student evaluation of teacher performance is described. The questionnaire, consisting of two parts of fourteen and seven questions, respectively, covers the following scales: analytic-synthetic approach, organization-clarity, instructor-group interaction, instructor-individual student interaction, dynamism-enthusiasm, mechanical details of the course, and overall effectiveness. Part I was intended for detailed feedback to the instructor, whereas Part II represents a summary of the major concerns in teaching evaluation as well as a detailed description of the important factors beyond the teacher's control which may have influenced the rating. Of a total sample of 1,911 students, 52 participated in this study. Two statistical computer programs were developed to analyze the data: one provided the basic statistics and the other performed a correlation analysis of variables. Conclusions suggest the importance of maintaining a distance between the faculty being evaluated and the students doing the evaluation, the assurance of students that completed evaluations will be inaccessible to the instructors until final grades are processed, and assurance of instructors that confidentiality of results is maintained. Other observations suggest that there may be an inverse relationship between positive student evaluation and the complexity of the class, and that a correlation may exist between the evaluation and the sex of both instructor and the student. A bibliography and the evaluation forms are appended. (MB)

ED 164 044 JC 790 051

Stevenson, Mike Walleri, Dan

Program Evaluation in the Era of Retrenchment: The Role of Institutional Research in a Community College.

Mount Hood Community Coll., Gresham, Oreg.
Pub Date-Aug 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Ancillary Services, Community Colleges, Decision Making, *Evaluation Methods, *Institutional Research, Instructional Programs, *Junior Colleges, *Models, *Program Evaluation

Because community college administrators are under increasing pressure to curtail or eliminate programs due to reduced resources, the need for institutional research in the area of evaluation of educational and support programs arises. There are three basic approaches to program evaluation which are used in most public educational institutions: (1) the market evaluation model which operates through student decisions as reflected in enrollment trends; (2) the instructor/administrator model which relies on expert advice and planning to predict, stabilize, and adjust the institution's response to changing student needs; and (3) the state coordination evaluation model which aims to meet the political need of synchronizing program development and preventing unnecessary program duplication. It is suggested that the key variable in determining the effectiveness of these approaches is a particular college's size. Mount Hood Community College supplements these approaches with a database system whose objectives are to create and maintain a process which identifies the most appropriate data-based criteria for program evaluation decisions, and to gather and communicate the decision-relevant data. Outlines and flowcharts illustrate the process and the role of the Office of Research in it. (MB)

ED 164 083 PS 009 962

Gray, Susan W. Ruttle, Kristi

The Family-Oriented Home Visiting Program: A Longitudinal Study.

Spons Agency-Joseph P. Kennedy, Jr. Foundation, Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 76
Contract-NE-C-00-0261
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Disadvantaged Youth, Family Characteristics, *Home Programs, Home Visits, Infants, *Intervention, Longitudinal Studies, *Low Income Groups, Mothers, *Parent Education, Parent Role, *Preschool Children, Preschool Education, Program Evaluation, *Teaching Techniques

Fifty-one low-income families, each with a toddler, plus at least one other child under age 5, participated in a 5-year home-based intervention study designed to help mothers become more effective educational change agents. One group received a 9-month treatment specifically designed for the needs and characteristics of the individual families; another received a generic treatment focused chiefly on materials; a third served as a control. Half the experimental mothers had an additional 9-month treatment of less frequent contacts. Mothers and children were pretested on a range of instruments relating to maternal and child competency and posttested at three time points following treatment. Results tended to be modestly positive with mothers and toddlers, although not with the other children. Positive effects, when found, were as great at the third posttest as at the immediate one. The study is discussed in the context of the logistic and methodological issues involved in longitudinal intervention research with low-income families in the 1970's. (Author/SE)

ED 164 160 RC 010 844

Newlin, Larry, Ed. And Others
Resource Guide for Rural Development. Handbook for Accessing Government and Private Funding Sources. NRC Publications Series Volume Number Eight.
National Rural Center, Washington, D.C.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.; Public Welfare Foundation, Washington, D.C.
Pub Date-78
Note-157p.
Available from-National Rural Center, 1828 L St. NW, Washington, D.C. 20039 (single copies available without charge to rural, nonprofit organizations and rural officials; otherwise, $5.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Agencies, Church Programs, Consultants, Educational Resources, *Federal Programs, *Fund Raising, Organizations (Groups), *Private Financial Support, *Resource Guides, *Rural Development, *State Programs, Unions
Identifiers-*Capacity Building, Corporations
The guide's major target audiences are local officials and leaders of community organizations; the major purposes are to introduce rural leaders to a wide range of assistance possibilities, to inform leaders of the processes involved in obtaining assistance from these various resources, and to encourage greater involvement on the part of rural leaders in obtaining assistance. The beginning section deals with federal programs and is broken down by such departments as: agriculture; commerce; health, education, and welfare; and a number of independent agencies. Section II emphasizes that state governments are important resources for furthering rural development activities, indicates where to go for support, and lists areas of involvement. Section III discusses foundation assistance (when to seek, what to expect, and where to find) and provides a listing of foundations that fund rural programs. Section IV is concerned with church resources; considerations to take into account before seeking church funding are provided as well as a list of major programs. Section V deals with other private sector resources such as corporate and union resources. Section VI is concerned with agencies that can provide assistance in capacity building for rural development federal, state, educational, multicounty planning organizations, membership associations, nonprofit organizations, and private consultants. The directory concludes with a functional cross reference section. (BR)

ED 164 178 RC 010 989

Hoffman, Virginia
Navajo Biographies. Volume I.
Rough Rock Demonstration School, Chinle, Ariz. Navajo Curriculum Center.
Pub Date-74
Note-212p.; For related document, see ED 040 784
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*American Indians, *Biographies, Cultural Background, Federal Troops, Illustrations, Leadership, Reservations (Indian), *Resource Materials, *Treaties, *United States History
Identifiers-American Indian Education, *American Indian History, *Navajo (Tribe), Tribal Government
The life stories of eight Navajo (Dine'', their term for themselves) leaders are presented in volume one of this collection of biographies. Interspersed with portraits, drawings, and maps, the narrative chronologically covers the time period from 1766 when the Navajos lived on land under the rule of Spain into the twentieth century and dealings with the government of the U.S. (including the years at Bosque Redondo) and other Indian tribes. Biographical information was drawn from historical documents and Navajo oral history. Leaders were selected from a field of hundreds as representative of the quality of Navajo leadership from the late eighteenth century to the present. The volume

contains a message to Navajo students stressing the importance of learning about their past as well as a bibliography and a pronunciation guide for Navajo and Spanish words used. The biographies are of Narbona, Antonio Cebolla Sandoval, Zarcillos Largos, Manuelito, Barboncito, Ganado Mucho, Jesus Arviso, and Henry Chee Dodge. (RS)

ED 164 216 RC 011 049

Portillo, Cristina, Comp. And Others
Bibliography of Writings on La Mujer.
California Univ., Berkeley. Chicano Studies Library.
Pub Date-Dec 76
Note-56p.
Available from-Chicano Studies Library, 3408 Dwinelle Hall, University of California, Berkeley, California 94720 ($1.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Activism, Art, *Bibliographies, Biographies, Education, Family (Sociological Unit), *Females, Health, History, Humanities, *Library Collections, Mexican American History, *Mexican Americans, *Periodicals, Prisoners, *Sex Role, Sociology, Working Women
Identifiers-*Chicanas

The 283 materials cited in this bibliography are chiefly on Chicanas in the United States. However, books or articles that discuss Mexicanas or women in general and can be related to the experiences of Chicanas are also cited. Areas covered include the arts, education, sociology, economics, history, health, and literature. The materials are principally from the late sixties to 1976, although earlier publications are cited. Part I contains articles, student papers, dissertations, books, and documents pertaining to la mujer. Part II contains serials that are specifically about Chicanas, Mexicanas and women in general, or contain a variety of articles relevant to Chicanas. Both sections are arranged in alphabetical order by authors. A subject index is included. The items in this bibliography are available in the Chicano Studies Library's collection; full bibliographic information is given to help the user locate the material. (RC)

ED 164 234 RC 011 083

Arciniega, Miguel And Others

Parenting Models and Mexican Americans: A Process Analysis.

Spons Agency-San Diego State Univ., Calif. School of Education.
Pub Date-Oct 78
Note-124p.
Available from-California School Finance Reform Project, San Diego State University, I.C.P., San Diego, California 92182 ($3.00)
Document Not Available from EDRS.
Descriptors-Cultural Background, *Cultural Differences, Cultural Factors, Ethnic Groups, *Family (Sociological Unit), Fathers, Females, *Mexican Americans, Minority Groups, *Models, Mothers, Parent Attitudes, *Parent Education, Parent Participation, Parent Role, Psychological Needs, Sex Role, *Socialization, Sociocultural Patterns
Identifiers-Chicanos, Hispanos, *Parenting Models

A comprehensive overview of Mexican American families and their socialization practices is presented, along with a review of major parenting models and their applicability to Mexican American families. The evolutionary development of the Chicano family is analyzed using a psychological-sociological-cultural experience iconic model to explain the complexity of the early socialization practices. Indian, Spanish, Mestizo-Mexican, Mexican American-Chicano, and Anglo influences are used to identify a core cluster of presumed socialization practices''. Socio-institutional interactional impact is also examined. Parenting models reviewed are the Adlerian Parent Study groups, Gordon's Parent Effectiveness Training, Clark's Responsive Parent Training, Glasser's Parent Involvement Training, and Family Therapy Model, including mainly the work of Satir, Haley, and Minuchin. A process-criteria paradigm extrapolated from the psycho-socio-cultural perspective and the institutional influence is used to examine the relevance of these models to Mexican Americans. The document states that most parenting and family therapy models are geared to middle or upper class Anglo Americans and do not necessarily focus on the unique socialization practices of Mexican American families. Two research efforts, the Casaus Parent Involvement Training Model for Minority Parents and the Houston Parent Child Development Center Model, are suggested as bases for constructing models applicable to Mexican American parents. (DS)

ED 163 784 FL 009 877

Gentner, Dedre

If a Tree Had a Knee, Where Would it Be? Children's Performance on Simple Spatial Metaphors. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Association (Psychological), *Child Language, *Cognitive Ability, Cognitive Development, *Cognitive Processes, Creative Ability, *Language Development, Language Patterns, Language Processing, Language Research, *Metaphors, Psycholinguistics, *Semantics, Speech Communication

The work described in this paper was undertaken to study children's ability to preserve semantic relations during analogical mappings. Two experiments are described based on the understanding that metaphors and analogies are mappings from one semantic region (the domain of origin) to another (the range of application), which convey the idea that certain semantic relationships in the domain exist in the range. In the first experiment, ten preschool children, ten first-grade children and ten college sophomores were asked to map body-parts (domain) onto trees and mountains (range objects) using both connected and discrete modes of mapping. Children generally performed as well as the adults indicating that basic analogical ability is well developed in preschool children. The tasks and procedures in the second experiment were like those in the first one but the subjects were eight children aged 7-9 and eight university students. Again, the children performed as well as the adults and there is no evident developmental trend. It is concluded that the ability to perceive similar relationships between different entities is present early in language develoment. The only significant developmental change is in the area of creative speech, that is, the ability to avoid familiar comparisons and to map simultaneously many different relationships. (AMH)

ED 163 908 IR 006 226

Park, Ben Pawlowski, Arthur
Planning the Use of Telecommunication in Vocational Rehabilitation.
New York State Office of Vocational Rehabilitation, Albany.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.
Pub Date-Mar 78

Note-127p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Evaluation Methods, Models, *Program Descriptions, Program Design, Program Development, *Program Planning, Systems Approach, Technological Advancement, *Telecommunication, *Vocational Rehabilitation

This study considers telecommunication as a technological extension of fundamental human communication, and elaborates on telecommunication in a specific area like vocational rehabilitation, the relevance of previous experience with telecommunication to vocational rehabilitation, deciding where telecommunication will be best placed in a process model for long range planning, and designing and using the process model. Sufficiency, reliability, adaptability, and utility are detailed as four criteria against which telecommunication systems can be evaluated so that the study may be used as an approach for planners in determining which problems in their local situations may be resolved by some form of telecommunication. A 57-item bibliography is included. (JEG)

ED 164 003 IR 006 802

VIDEO '78: International Experience and Models.
Prix Jeunesse Foundation, Munich (Germany).
Pub Date-78
Note-78p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Cable Television, Developing Nations, Documentaries, *Educational Alternatives, Foreign Countries, *Media Technology, *Programing (Broadcast), Video Equipment, *Videotape Recordings, *Visual Arts
Identifiers-India, Tanzania

The use of video technology as an alternative form of communications media for artists, teachers, students, and community groups in the United States, Europe, and Third World nations is described. Specific examples of video use in the various countries are outlined and individual characteristics of program organization, production, and distribution are defined for these units. The use of cable television as a means of presentation is also discussed. Much of the programming focus is an attempt to reach non-traditional audiences and document information that is often neglected by commercial networks. A bibliography of video related publications and addresses of production/coordination units are provided. (RAO)

ED 164 064 JC 790 073

Institutional Research, Fiscal Year 1978: A Student View of On-Line Enrollment, Research Monograph X, and The Tutorial Assistance Program, Research Monograph XI.

South Oklahoma City Junior Coll., Okla.
Pub Date-78
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, *Enrollment, Institutional Research, *Junior Colleges, *Junior College Students, On Line Systems, *Participant Satisfaction, Program Evaluation, School Surveys, *Student Reaction, *Tutorial Programs, Tutors

Reports of two studies conducted at South Oklahoma City Junior College are presented. In the first study, a questionnaire was used to evaluate the new on-line enrollment process from the student's point of view. Eighty-eight of a sample of 221 students who enrolled during March 1978 responded; 51 were returning students, while 37 were new. When asked about changes needed in the enrollment process, 55 of the 58 who responded said that no change was necessary. Those who had previously attended the college felt that the new process was an improvement, and that the amount of time they had to spend was less than the last time they enrolled. In the second study, the Tutorial Assistance Program was evaluated by means of a postage paid postcard mailed to 372 students who had used the service from January 1, 1977, to January 1, 1978. The response rate was 17.2%. Generally, results were positive: 67.2% rated their tutors as good, 87.5% rated the service as good, and a majority of the written comments stated that the service should be continued. Tutors in accounting, real estate, algebra, math, zoology, anatomy, physiology, electronics, and sociology were given ratings of average or poor. Over 48% of the respondents indicated that the program helped them, and only 15.6% indicated having problems, mainly with the quality of the tutors. (MB)

ED 163 807 FL 009 924

Perren, G. E., Ed.
Foreign Language Testing. Specialised Bibliography.
Centre for Information on Language Teaching, London (England).

Pub Date-Jul 77
Note-72p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP England
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Abstracts, Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Cloze Procedure, *English (Second Language), Evaluation Methods, Language Instruction, Language Proficiency, Language Skills, *Language Tests, Modern Languages, Psycholinguistics, *Second Language Learning, *Testing

This specialized bibliography provides a widely representative selection of materials on testing foreign language skills. It is divided into two sections. The first covers articles that have appeared in periodicals over the past two years and includes abstracts of each. These have been reprinted from volumes 1 through 9 of Language Teaching and Linguistics: Abstracts'' (formerly Language Teaching Abstracts''). The second part is a selected list of books dealing with language testing and a brief selection of published tests. A separate contents index of the abstracts is provided, and a combined index of authors and editors covering both books and articles is appended. (NCR)

ED 163 886 HE 010 803

Middle States. College-Bound Seniors, 1978.

Pub Date-Aug 78
Note-16p.
Available from-College Entrance Examination Board, Middle States Regional Office, 65 East Elizabeth Avenue, Bethlehem, Pennsylvania 18018
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Achievement Tests, Biographical Inventories, *College Bound Students, *College Entrance Examinations, *Educational Background, Ethnic Groups, Grades (Scholastic), Higher Education, High School Students, Questionnaires, Scores, *Seniors, Socioeconomic Background, Statistical Data, *Student Characteristics
Identifiers-Aptitude Testing Program, *Middle Atlantic States, Student Descriptive Questionnaire

The most recent College Board Admissions Testing Program (ATP) records of 1977-78 seniors who registered for the Scholastic Aptitude Test (SAT) of Achievement Tests before March 1978 are summarized. The records are for students from the middle Atlantic states that include New York, Pennsylvania, Maryland, Delaware, New Jersey, the District of Columbia, and Puerto Rico. The data includes SAT scores for males and females, verbal subscores, Test of Standard Written English Scores, and Achievement Test Scores. High school record information includes the latest, self-reported grades; number of years of study by subject; self-reported class rank by SAT average; and estimated high school grade point averages. Ethnic background, annual parental income by ethnic group, and estimated parental contribution toward applicants' education by SAT average are among the socioeconomic characteristics reported. Information on college plans includes degree-level goals; plans to ask college for special assistance, by areas of need and ethnic group; intended areas of study; intended specific fields of study; advanced placement plans by honors course participation; housing preferences; and extracurricular activities in high school and plans for college. The type of high school attended (public or other) is also reported. Much of this information was obtained from the Student Descriptive Questionnaire administered through the ATP. (JMD)

ED 164 103 PS 010 286

Lynch, Eleanor Whiteside And Others

Mainstreaming Preschoolers: Children with Mental Retardation. A Guide for Teachers, Parents, and Others Who Work with Mentally Retarded Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31110
Pub Date- 78
Contract-105-76-1139
Note-146p.; For related documents in this series, see PS 010 287-293 ; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00029-4, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Child Development, *Handicapped Children, *Instructional Materials, Learning Activities, *Mainstreaming, *Mental Retardation, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, Teacher Role, Teaching Guides
Identifiers-*Project Head Start

This guide to mainstreaming mentally retarded preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming and discusses the role of the teacher. Chapter II defines mental retardation, focusing on levels of retardation, rate of learning, commonly associated handicaps and diagnostic problems. An observational checklist and general guidelines for identifying children for referral are included. Chapter III discusses how mental retardation affects learning and development in 3- to 5-year-olds and describes children with mild, moderate and severe handicaps. Chapter IV focuses on planning, physical setting, and teaching techniques for mainstreamed mentally retarded children. Chapter V discusses parent/teacher cooperation, while Chapters VI and VII provide information on specialists, organizations and other sources of help. Notes on screening and diagnosis are appended. (CM)

ED 164 198 RC 011 022

Banks, Vera J.

Farm Population Trends and Farm Characteristics. Rural Development Research Report No. 3.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Pub Date-Dec 78
Note-55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Blacks, Caucasians, Demography, *Farmers, Food, *Geographic Regions, *Income, Part Time Farmers, *Population Trends, Rural Areas, *Rural Farm Residents
Identifiers-*Farms, *Group Characteristics, Tenants

While total farm population is declining, the number of people living on the farms which produce the bulk of the nation's food and fiber is increasing. The 1970-75 total farm population decline was 13 percent, but the number of people living on farms with annual sales greater than $40,000 increased 76 percent. Such farms account for about 80 percent of total U.S. farm receipts, but only 24 percent of the U.S. farm population. Some of the indicated increase in population on large farms is unquestionably due to general price inflation and its effect on dollar value of farm product sales, but at least part of the change reflects real increase. The number of people living on farms with under $2,500 in annual sales dropped from 3.6 million in 1970 to 2.8 million in 1975. Farms of this sales size contain one-third of the U.S. farm population, and residents earn most of their money income from off-farm sources. The total 1970-75 farm population decline occurred among farm residents without regard to race, operator status, or region of residence. Losses were heavier in the nonoperator population than the operator population, the population of Blacks declined faster than Whites, and the population living on southern farms dropped at a greater rate than the number of farm people in the northern and western states. In 1975, about 60 percent of the total farm population resided on farms operated by a full owner, about 30 percent were on part owner operator farms, and the remaining 10 percent were on tenant or managed farms. (BR)

ED 163 765 FL 009 838

Rosansky, Ellen J.
Methods and Morphemes in Second Language Acquisition Research. Papers and Reports on Child Language Development, No. 12.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, Cross Sectional Studies, *Data Analysis, *Data Collection, English (Second Language), *Language Research, Longitudinal Studies, *Morphemes, *Research Methodology, Research Problems, *Second Language Learning, Spanish Speaking, Statistical Analysis
Identifiers-Bilingual Syntax Measure
Several methodological issues related to second language acquisition research are considered, and a two-part study is discussed that addresses issues related to data collection, i.e., how and how frequent, and data analysis, i.e., the appropriateness of the statistical tools, the justification of inferences and the comparability of results based on different methods. The study, part of a larger 10-month longitudinal investigation of sequences in second language acquisition, sought to answer two major questions: whether the morpheme order obtained using an elicitation instrument (the Bilingual Syntax Measure) resembles the order of morphemes obtained from spontaneously collected second language acquisition speech data, and whether the cross-sectional and longitudinal research findings in second language acquisition research are comparable. In part on of the study, a one-hour tapeo speech protocol for each of six untutored Spanish speakers learning English was examined. In the second part of the study, the cross-sectional order of one of the subjects was compared with his order of morpheme acquisition once a month over the ten months of the study. A great deal of variability was found in the data, and the findings raise serious questions about the validity of cross-sectional studies of second language acquisition, at least in the area of morpheme acquisition. (SW)

ED 163 866 HE 010 711

Reform and Development of Higher Education: A European Symposium.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-Dec 78
Note-176p.; Papers given at the Educational Research Symposium of the Council for Cultural Co-operation of the Council of Europe (Granada, Spain, October 4-7, 1977)
Available from-Humanities Press, Inc., Atlantic Highlands, N.J. 07716 ($19.25)
Document Not Available from EDRS.
Descriptors-Advisory Committees, College Admission, College Curriculum, College Environment, *College Role, Conference Reports, Educational Development, Educational Planning, *Educational Trends, Foreign Countries, *Government School Relationship, Graduate Study, *Higher Education, Institutional Autonomy, Professional Education, Regional Planning, *Researchers, Trend Analysis
Identifiers-*Europe, France, Germany, Great Britain, Italy, Spain

Higher education in Southern Europe was the topic of a symposium sponsored by the Council for Cultural Co-operation of the Council of Europe. The following speeches were presented: Problems of Expansion and Change in Higher Education: An English View,'' by Lord James of Rusholme, United Kingdom; The German Advisory Council for Higher Education and Research (Wissenschaftsrat): Reform Proposals and Reactions,'' by W.A. Kewinig, Federal Republic of Germany; Diversification of Tertiary Education in Regionalization,'' by J. Lapote Salas, Spain; The Place of Research and the Role of Postgraduate Courses,'' by J.R. Villanueva, Spain; Tertiary Education: Its Trends, Structures and Relations with Social Developments (With Special Attention to Italy and Southern Europe,'' by A. Visalberghi, Italy; and Autonomy and Participation: Lessons from French Experience,'' by G. Vedel, France. A concluding commentary by Lord James of Rusholme and summaries of discussions are included. (SW)

ED 163 956 IR 006 546

Renford, Beverly L.
Library Resources: A Self-Paced Workbook.
Pennsylvania State Univ., University Park. Univ. Libraries.
Pub Date-Mar 78
Note-68p.
Available from-Dean of University Libraries, E505 Pattee Library, Pennsylvania State University, University Park, Pennsylvania 16801 ($3.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Autoinstructional Aids, *Higher Education, Library Facilities, *Library Instruction, Library Materials, *Library Skills, University Libraries, *Workbooks
This workbook in library skills designed to acquaint Pennsylvania State University students with the facilities and resources of their library is used in conjunction with courses offered at the University, and its mandatory completion is incorporated in the final course grade. It is organized into exercises dealing with types of materials rather than by area of the library. Each exercise has an introductory section explaining the material covered, followed by a set of questions to be answered individually by students. Specific areas covered include the card catalog, classification systems, periodical and book review indexes, dictionaries, encyclopedias, almanacs and statistical sources, biographies, newspapers and newspaper indexes, government documents, maps and atlases, audio services, the stacks, and the reserve reading room. Floor plans of the various areas of the library and examples of catalog cards and other forms are provided. (Author/MBR)

ED 163 980 IR 006 659

Bender, David R.

Issues in Media Management. 1978 Series: Instructional Design. Middle Schools.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date-78
Note-59p.; For related documents, see ED 114 050, 127 990, and 148 311
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Audiovisual Programs, Curriculum Development, *Individualized Instruction, *Instructional Design, *Instructional Materials Centers, Instructional Media, Intermediate Grades, Library Materials, Media Selection, *Media Specialists, *Middle Schools, School Libraries, Workshops

Topics selected for this workshop reflect the growing concern for the role of the library media specialist as an integral member of the school's instructional team, working cooperatively with administrators, teachers, students, and members of the community in the evaluation, selection, and use of resources which support and enrich learning activities. In the first session Dr. Donald Ely and Dr. Margaret Chisholm addressed techniques, methods, and a procedure for the design, development, and selection of instructional strategies, and the relationship of media to this process. Dr. Joseph Bondi opened the second session with a presentation on the relationship of middle school programs to the library media center to serve as a guide for programming, and the instructional role of the school media specialists in personalizing instruction for the middle school learner was the focus of the last paper by Dr. Shirley Aaron. (JEG)

ED 164 004 IR 006 803

Training Course for Producers of TV Programmes for Very Young Children.
Prix Jeunesse Foundation, Munich (Germany).
Pub Date-78
Note-49p.; Information presented at the Asia-Pacific Institute for Broadcasting Development (Kuala Lumpur, January 23-February 19, 1978); For related document, see IR 006 804 ; May not reproduce well due to colored pages
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Childhood Needs, *Childrens Television, *Course Descriptions, Educational Television, *Preschool Education, *Professional Training, *Programing (Broadcast), Program Planning
Identifiers-Asia Pacific Institute Broadcasting Development

A four week course in television programming and production for very young children was attended by 13 representatives from ten countries in the Asian-Pacific area. The first part of the course was devoted to presentations by the participants describing the television programs in their countries and the presentation and discussion of about 80 examples of possible program formats taken from various European series for very young children. In the practical part of the course, all participants worked with an experienced film producer in planning a program and producing it, including such activities as outdoor shooting, editing, sound mixing, studio recording, chroma-key facilities, and finishing. This document includes a participant list, the presentations made by the participants, and separate reports on the course by the director and the participants. (RAO)

ED 164 045 JC 790 052

Stevenson, Mike Walleri, R. Dan

Federally Mandated Evaluation of Vocational Programs: One College's Response.

Mount Hood Community Coll., Gresham, Oreg.
Pub Date-8 Nov 78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, Curriculum Evaluation, *Federal Regulation, *Graduate Surveys, Information Needs, Institutional Research, *Junior Colleges, Manpower Needs, Participant Satisfaction, *Program Evaluation, Relevance (Education), Technical Education, *Vocational Education, Vocational Followup

The process and findings of the evaluation of seven of the 52 vocational preparatory programs at Mount Hood Community College are described with a focus on demonstrating the feasibility, utility, and problems associated with making program evaluations meet both internal needs and federal requirements. Summaries of data collected are provided in areas of: (1) students' evaluation of course quality; (2) students' ratings of the college's efforts to advise them, prepare them for employment, and place them; (3) job relatedness ratings of programs and subsequent employment/schooling from students; (4) manpower demand and supply data from the state; (5) placement forecasts from students, employers, instructors, and division heads; (6) student job performance ratings from employers; (7) job satisfaction ratings from students; and (8) program cost data from Information Exchange Procedures. The seven programs studied were medical secretary, electronic engineering, electronic servicing, civil engineering, operating room technician, television production, and machine shop. Although data were collected which could be used as indicators of possible program modification, and the feasibility of combining internal evaluation needs with federal requirements was established, the low response rates from students and employers made statistical inference impossible. (MB)

ED 164 121 PS 010 318

Davis, John A.
Psychological Evaluation of ECE, FY 1978.
Dayton Public Schools, Ohio.
Pub Date-78
Note-40p.; For related document, see PS 010 317
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Basic Skills, Cognitive Development, *Disadvantaged Youth, Early Childhood Education, *Followup Studies, Grade 1, Kindergarten, *Preschool Children, Preschool Teachers, *Program Effectiveness, *Program Evaluation, Remedial Reading Programs, Surveys, Teacher Attitudes
Identifiers-*Early Childhood Education Program
This yearly evaluation report of the Early Childhood Education (ECE) program in Dayton, Ohio, presents research results for five areas of program assessment. These areas are (1) measurement of four- and five-year-olds' educational experiences and development in areas such as cognitive skills and personal-social responsiveness, using the Caldwell Preschool Inventory and the Walker Readiness Test for Preschool Disadvantaged Childrer; (2) an investigation of continuous growth performance over seven months with three administrations of the Walker test; (3) an evaluation of children's performance on 83 individual performance objectives, consisting of basic skills necessary for doing successful kindergarten and primary level work; (4) program assessments made by kindergarten and first grade teachers in a voluntary opinion survey; and (5) a preliminary followup of former ECE children in special assistance reading programs. Results of the two criterion instruments measuring the children's experiences and development indicated that program found, and seven individual program objectives were attained by the majority of children assessed. Teachers who responded to the survey (approximately 1/3 of the available sample) gave significant support to cognitive features of the program. The number of ECE-trained children who enrolled in remedial reading programs in kindergarten through grade 4 was relatively small. (Author/SE)

ED 164 142 PS 010 357

Prusso, Kenneth W.
Get Set Day Care: 1976-1977 Summary Report. Report No. 7805.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Dec 77
Note-76p.; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Achievement, Child Development, *Day Care Programs, *Day Care Services, *Early Childhood Education, Early Experience, Health Services, Parent Participation, *Program Evaluation, Social Services, Staff Improvement
Identifiers-*Get Set Day Care Program, Pennsylvania (Philadelphia)
The results of an evaluation of the Philadelphia Get Set Day Care Program are reported for five program components: child development, social services, health services, staff development and parent involvement. Findings with regard to the child development component showed that: (1) the program provided a moderate level of emphasis in most areas of development, (2) adults tended to provide direct intervention and leadership in the classroom, and (3) children's prekindergarten experiences in Get Set enhanced their school achievement in reading and mathematics. Examination of the social service component revealed that Get Set social service workers were in contact with families slightly more often than social service workers in other programs. The health service evaluation showed that the health and psychological services in Get Set were consistent in scope with other programs which have mandated services. With regard to staff development, staff members reported feeling that: (1) the supervisory support and workshops enhanced their classroom effectiveness, (2) they were willing to receive further training without reimbursement, and (3) they desired more release time for staff development. Future staff development concerns focused on curriculum development, creative arts, and social behaviors. Parent volunteers reported attending meetings and workshops more than helping in the classrooms and indicated that they saw fundraising as one of their primary responsibilities. Supporting data are presented in the appendices which comprise more than half of the document. (JMB)

ED 164 179 RC 010 990

Johnson, Broderick H. Hoffman, Virginia
Navajo Biographies. Volume II.
Rough Rock Demonstration School, Chinle, Ariz. Navajo Curriculum Center.
Pub Date-78
Note-141p.; For related document, see ED 040 784
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*American Indians, *Biographies, Cultural Background, Health, Illustrations, *Leadership, Navajo, Reservations (Indian), *Resource Materials, Treaties, *United States History
Identifiers-American Indian Education, *American Indian History, *Navajo (Tribe), Tribal Government
The second of two volumes, this collection contains biographies of seven Navajo men and women chosen to represent Navajo leadership in the twentieth century. Originally appearing in a 1970 publication of the Rough Rock Demonstration School, the biographies appear here unchanged in order to make them available once again. In addition to the life stories, which are interspersed with portraits, drawings, and photographs, the volume contains a letter to Navajo students stressing the importance of learning about their heritage, a bibliography, a pronunciation guide for Navajo and Spanish words used, and a description of the approach to education at Rough Rock Demonstration School one which emphasizes Navajo language and culture. The biographies in this volume are of Sam Ahkeah, Albert George Chic Sandoval, Paul Jones, Chaba Davis Watson, Annie Dodge Wauneka, Dr. Taylor McKensie, and Raymond Nakai. (RS)

ED 164 217 RC 011 050

Reaves, John S., Ed.

Educational Materials for Community Resource Development: An Annotated Bibliography for Extension Professionals.

Northeast Regional Center for Rural Development, Ithaca, N.Y.
Pub Date-Sep 78
Note-116p.; Marginally legible due to light print
Available from-Northeast Regional Center for Rural Development, 242 Roberts Hall, Cornell University, Ithaca, New York 14853 ($2.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Education, *Annotated Bibliographies, Audiovisual Aids, *Community Development, Community Services, *Extension Agents, Housing, Instructional Materials, Land Use, Natural Resources, Professional Personnel, *Resource Materials, *Resources, Rural Areas, *Rural Development, Youth

To produce a publication which would introduce the rural and community development practitioner to a wide range of information sources, Community Resource Development Agents and Specialists in 12 northeast states were asked to list and annotate those publications and audiovisual materials which they used in their educational programs. To concentrate on educational materials which had already been found useful in conducting programs in the field, an effort was made to exclude material which was solely research-oriented or for development specialists only. It was not specified that entries should be either in-state or regional in nature, or that they should be produced solely within extension or the land-grant system. Entries are arranged categorically as follows: general and miscellaneous, growth and development, community services, housing, land use, natural resources, and community development processes and strategies. Individual entries are comprised of the title, institutional source, program or service, date, format, length, cost, audience, ordering address, key words, and a brief description or summary. The cross index is based on the key words provided as part of the annotation for each entry, as well as on the media format for non-print materials. Publication dates for the more than 400 entries range from 1948 to 1977 with the majority falling in the 1970's. Suggestions for other bibliographies to consult are given as well as a listing of independent information sources. (BR)

ED 163 785 FL 009 885

Battison, Robbin
Lexical Borrowing in American Sign Language.
Pub Date-78
Note-240p.
Available from-Linstok Press, Inc., 9306 Mintwood Street, Silver Spring, Maryland 20901 ($7.50)
Document Not Available from EDRS.
Descriptors-Communication Skills, Communicative Competence (Languages), Deaf, Deaf Education, *Deaf Research, *Finger Spelling, Language Patterns, Language Research, Language Role, *Language Variation, Lexicology, *Linguistic Borrowing, *Manual Communication, Morphology (Languages), Semantics, *Sign Language, Sociolinguistics, Syntax, Vocabulary
Identifiers-*American Sign Language
This book is written primarily for those studying linguistic topics in the area of sign language, but also can be useful to sign language teachers who want to understand more about American Sign Language (ASL). Pen-and-ink illustrations allow the reader with no knowledge of sign language to follow the discussion. The hypothesis examined in this study is the following: As with oral languages, lexical borrowing from one manual language into another is accompanied by lexical restructuring in accordance with the formational and morphological principles of the borrowing language. This study examines some English words that are fingerspelled by signers and physically change to become ASL signs in a systematic and predictable manner. This implies that the process of word borrowing and restructuring in ASL is highly similar to the same process in spoken languages. The focus of this study is on the formational aspects of signing. An analysis of loan signs and the English influence that prompts their borrowing also depends on the social world of signers, which is discussed in terms of those aspects of social interaction that create ASL-English bilinguals. The chapters include: (1) Analyzing Signs, (2) Signs in Action, (3) Social Issues, (4) Loan Signs from Fingerspelled Words, and (5) Analysis and Discussion. Appended are illustrations of the handshapes of fingerspelling and a table of symbols used in A Dictionary of American Sign Language." (NCR)

ED 163 828 HE 010 071

Vitters, Alan G. Kinzer, Nora Scott

Report of the Admission of Women to the U.S. Military Academy. Project Athena. 2 September 1977.

La Salle Extension Univ., Chicago, Ill.
Pub Date-2 Sep 77
Note-221p.; For related document see HE 010 708 ; Photos may not reproduce clearly
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Coeducation, *College Admission, College Students, Comparative Analysis, *Females, Higher Education, Institutional Research, *Military Schools, Military Science, Research Projects, *Sex Differences, Sex Role, Sex Stereotypes, Student Adjustment, Student Attitudes, Student Characteristics
Identifiers-*Military Academy (West Point) NY

Significant actions taken from June 1975 to June 1977 to integrate women into the U.S. Military Academy (USMA) and results of research on coeducation are summarized. Three time periods are discussed: pre-admission phase; cadet basic training, and the initial academic year. Data are presented on characteristics of entering cadets; resignation rates; performance of cadets in academics, physical, and military training; attitudes; and adjustment problems of men and women. Research on the men and 119 women entering USMA in July 1976 indicated that there were more similarities than differences between them. Areas of significant differences were in their physical aptitude and in their general attitudes toward the role of women in society. Men and women performed similarly in most phases of basic training, with the exception of physical training and physical aspects of military training. A higher percentage of women tended to voluntarily resign during the first summer and academic year. During the academic year, men and women performed similarly in most areas of cadet life. Separate grading scales were used for women on some physical tasks. Women tended to be rated lower than men on leadership ability. It is concluded that women are being effectively integrated into West Point. Conclusions, recommendations, and a future forecast are provided. Regulations on social behavior and conduct, a list of activities in preparation for women, two lesson outline summaries, an data on sex differences/changes are appended. (SW)

ED 163 848 HE 010 660

Strenglein, Denise, Ed.
1977 Florida Statewide Conference on Institutional Research. The Shift in Decision Making Responsibilities: Institutional Research Response.
University of South Florida, Tampa.
Pub Date-Jun 77
Note-350p.; Proceedings of the annual Florida Research Conference (19th, Clearwater Beach, Florida, June 15-17, 1977); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, Admission Criteria, Alumni, Budgeting, *Centralization, Collective Bargaining, Community Colleges, Conference Reports, Consumer Protection, Continuous Learning, *Decision Making, Dropouts, *Educational Change, General Education, Government School Relationship, Graduate Study, Graduate Surveys, *Higher Education, *Institutional Administration, *Institutional Research, Integration Plans, Organizational Change, Persistence, Power Structure, Program Evaluation, Resource Allocations, School Holding Power, Special Degree Programs, State Colleges, State Legislation, State Universities, Statewide Planning, Student Placement
Identifiers-College Level Examination Program, Compliance (Legal), Delphi Techniques, *Florida, Office of Civil Rights

Centralized control of budgets and programs, a growing consumerism among students, and collective bargaining are among the issues addressed in a Florida statewide conference on institutional research. papers and reports include: the keynote address; a legislative workshop; a collective bargaining panel; The New College Story as Told by 103 Alumni (Day E. Glasser); The Placement Study Problem (Norris Miner); Planning Community College General Education Programs Through the Delphi Technique (Virginia Lee Scigliano); Funding and Control: Fact or Illusion (Pauline Masterson); Assessing Institutional Change: Decision Making Tools (John E. Bailey III); Issues and Decisions Facing Institutional Researchers in Preparing for Lifelong Learning (Charles J. Hensen); Degree Program Inventories, Program Review and Decision Making in Academic Planning (G. Emerson Tully); A Response to the Office of Civil Rights: Yes, We'll Comply: With What Criteria? (Gary B. Lott, David C. Montgomery); Decision Making in Graduate Admissions Policies in the Florida State University System: A Critical Review (Joan Gallini); Special Programs for Special Students (Sue M. Legg, Jeaninne N. Webb); The Validity of the ACT Assessment for a Shift in Decision Making (James Maxey); Who's Rating Whom These Days and Why? (Archie B. Johnston); Resources Ratios as a Means of Institutional Evaluation and Decision Making (Larry G. Jones); Roots: The Dilemma of Admission to Higher Education for Nonwhites in Florida (A.A. Abraham); To CLEP or not to CLEP: An Analysis of the Validity of the College Level Examination Program (Denise Strenglein); Helping Administrators Shift to Short-Range Enrollment Projections (Charles D. Salley). (MSE)

ED 163 909 IR 006 230

Blaiwes, Arthur S. And Others

Development and Implementation of a Computerized Evaluation and Training System (CETS) at a Recruit Training Command. Final Report.

Appli-Mation, Inc., Orlando, Fla.; Naval Training Equipment Center, Orlando, Fla. Human Factors Lab.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.; Office of Naval Research, Arlington, Va.
Report No.-NAVTRAEQUIPCEN-IH-300
Pub Date-Mar 78
Note-51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Affective Objectives, Communication Skills, *Computer Managed Instruction, Cost Effectiveness, *Human Relations Programs, *Military Training, *Performance Based Teacher Education, Performance Criteria, Program Descriptions, *Program Evaluation, Programing Languages, Systems Development, Videotape Recordings

Computer-based instructional programs in the affective and communication skills areas incorporating some of the results of an earlier research and development project were implemented and evaluated in a Recruit Training Command. The programs involved the use of a stand-alone computer-based system for evaluating and training recruit company commanders and for obtaining information needed for managing Recruit Training Command operations in general. In accomplishing these functions, the computer controlled the operation of a videotape player and a card reader in addition to some more traditional components of a computer-based training system. A new computer language was developed especially for facilitating the transfer of some programs previously prepared in PLATO IV coding to a form compatible with the current computer system. Preliminary efforts to evaluate the feasibility and desirability of these programs indicated that the system can operate as intended in the operational setting and that its acceptance by Recruit Training Command personnel is generally favorable. The results also indicated that the system would entail relatively small expenditures to acquire, operate, and maintain. (Author/CMV)

ED 163 931 IR 006 474

Rouse, William B. Rouse, Sandra H.

Application of a Library Network Model: A Case Study of the Illinois Library and Information Network. Report No. 8.

Illinois Univ., Urbana. Coordinated Science Lab.
Spons Agency-Illinois State Library, Springfield.
Pub Date-Feb 78
Note-123p.; A Mathematical Model of the Illinois Interlibrary Loan Network Series
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Case Studies, Data Bases, Data Collection, Data Processing, Flow Charts, *Interlibrary Loans, *Library Networks, *Mathematical Models, Performance, Policy Formation, *Prediction, Tables (Data)
Identifiers-ILLINET, *Illinois Library and Information Network

This case study describes the application of an analytical library network model to data collected during April 1977. Models are developed for describing the intralibrary processing activities encountered at each of the resource libraries in the study, and alternative routing policies for referring requests among resource libraries are analyzed. A recommended routing policy is suggested which predicts an improvement in network probability of satisfaction and a slight decrease in writing time for roughly the same reimbursement cost experienced in April 1977. Understanding of the intralibrary processing activities is also useful for analyzing the impact of alternative technologies on network probability of satisfaction, processing time, and cost per request. Seven alternative technologies with various combinations of location and availability information are identified, and performance predictions for Illinois are estimated. Data tables are supplied; requests, tabulated by subject class and publication date, and recommended request routes for each system in the network are appended. (Author/JD)

ED 164 025 JC 790 027

Hazard, Francis E. Bradford, John A.
KSU-TC Needs Assessment Program.
Pub Date-Jul 78
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association Special Interest Group for Community Junior College Research (Springfield, Illinois, July, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Bound Students, *College High School Cooperation, Community Colleges, *High Schools, High School Students, *Junior Colleges, Junior College Students, Marketing, *Needs Assessment, Student Attitudes, *Student Needs, Surveys
A needs assessment with a marketing approach was conducted of 603 Kent State University-Tuscarawas Campus (KSU-TC) students and 3,309 students in 19 high schools, with a secondary purpose of promoting closer ties between the KSU-TC community college and local high schools. College students, trained in social research, conducted the study and functioned as liaisons with the high school students, school superintendents, principals, counselors, and teachers to further promote the community college. Several unfulfilled needs were revealed: about 14% of the high school juniors and seniors who were not planning to attend college gave "lack of funds" as their main reason; over 85% were aware of the existence of the college, though less than 10% of the college-bound students expressed strong agreement with the claim that the college offered all the courses necessary for them to complete their first two years of college; in contrast, over 70% of the college students felt that their campus offered all the necessary courses. It is felt that the main value of the needs assessment program lies in the fact that it provides a low cost systematic procedure whereby any college or university may involve their students in a training project which will yield valuable information about the potential need of students within their area. Data tables, focusing on target groups to be informed of specific programs, the questionnaire, and a bibliography are included. (MB)

ED 164 065 JC 790 074

Institutional Research, Fiscal Year 1978: OASES Community Needs Assessment. Research Monograph XIII.

South Oklahoma City Junior Coll., Okla.
Pub Date-Jun 78
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Community Attitudes, Community Colleges, *Community Education, Community Involvement, Community Service Programs, Community Surveys, Educational Demand, *Educational Interest, Enrollment Influences, Extension Education, Institutional Research, *Junior Colleges, *Needs Assessment, Scheduling
Identifiers-*Open Access Satellite Education Services

A needs assessment survey of the community surrounding the Open Access Satellite Education Services Center was conducted by South Oklahoma City Junior College in March 1978 to determine levels of interest in educational activities. Of a sample of 288 people, whose names were taken from the local telephone directory, 52% refused to answer any questions during a telephone survey. Those who responded to at least some of the questions made up only 19.4% of the total sample. Of the 56 respondents, 50 indicated they would be interested in some type of activity, with the most popular types being workshops (17 interested) and seminars (11 interested). Art and music, business, leisure activities, and self-improvement were the most popular topics. Tuesday and Wednesday appeared to be the most popular days, while early afternoon and early evening seemed to be the most popular times. Credit courses were preferred over non-credit courses by 52% of those responding. Only 32.1% of the respondents had taken part in educational activities in the last four years; the 67.9% who had not participated indicated a lack of time as their principal reason. The survey instrument is appended. (MB)

ED 164 084 PS 010 113

Project Care: Child Advocacy Resources Expansion. Annual Report FY '77.
Texas State Dept. of Human Resources, Austin.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date- 77
Grant-OCD-90-C-576
Note-157p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Annual Reports, *Child Abuse, *Child Advocacy, Child Welfare, *Community Service Programs, Delivery Systems, *Medical Services, Military Service, Objectives, Parent Education, Prevention, Program Descriptions, *Program Development, Program Evaluation, Research, *Social Planning, Social Services
Identifiers-*Child Advocacy Resources Expansion

Project CARE's Second Annual Report identifies and describes activities undertaken by CARE staff between 1 July 1976 and 31 August 1977. Each section addresses a major project component, function, or activity proposed or achieved and contains tasks and accomplishments projected for completion during the third and final year of operation. Section 1 reviews the current status of Project CARE. An assessment of the progress by CARE staff in achieving the original objectives of the project is presented. Section 2 provides a detailed description and analysis of the project's service delivery system and an evaluation of the project's implementation period. Section 3 details the project's preventive/educational efforts. Section 4 outlines the background and development of CARE's Social Policy Study and Section 5 addresses the preliminary findings of the project's Research Study. Section 6 reviews the major conferences and seminars undertaken during the second year. Section 7 describes the project's accomplishments and Section 8 graphically outlines tasks accomplished during the first two years and itemizes tasks projected for the remaining months of the project. Section 9 reviews the methods employed to document and disseminate project information. (Author/RH)

ED 164 235 RC 011 084

Buscando Hallaras. Que Bonito Es Leer, II. Libro II. Guia Para el Maestro (Looking You Will Find. How Nice Reading Is, II. Book II. Teacher's Guide).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 78
Note-180p.; For related documents, see ED 149 642 and RC 011 085-086 ; Parts may not reproduce clearly due to light print
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (324-3, $4.50)
Language-Spanish
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Bilingual Education, Course Objectives, Diagnostic Tests, Educational Games, Educational Objectives, Elementary Education, Grade 2, Instructional Materials, *Language Instruction, Language Programs, Language Tests, *Lesson Plans, Primary Education, *Reading Instruction, Reading Programs, Reading Skills, Reading Tests, *Spanish, *Teaching Guides, Teaching Methods, Vocabulary

The teacher's manual, written in Spanish, is a detailed guide for using the reader and workbook of the same title. Taken together, the three books comprise the second level of a series of supplementary materials to teach reading in Spanish to second grade students. The teacher's guide contains an introduction explaining the series in its entirety, a detailed description of contents, and a list of objectives for each of the 5 to 8 lessons in each of the eight units. It also contains a diagnostic test which includes a list of test objectives, testing procedure to be used, time needed for testing, the test itself, master answer sheets, answer sheets to copy for students, and test record sheets. For each lesson, the guide then notes the materials required, procedure to be used in teaching the lesson, questions to be asked (inserted in the text of reading lessons), and exercises and answers. Lessons include games, pronunciation and spelling drills, grammar exercises, drawing, sentence completion, paragraph writing, and syllabification and vocabulary exercises. Each unit takes about five class periods to complete, not including review. An illustrated glossary also uses vocabulary words in sample sentences. (SB)

ED 163 808 FL 009 932

Freeman, G. Ronald
101American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-26p.
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, New York 10016
EDRS Price MF-S0.83 HC-S2.06 Plus Postage.
Descriptors-Audiolingual Skills, Audiovisual Aids, Class Activities, Classroom Games, Communicative Competence (Languages), *Conversational Language Courses, *Discussion (Teaching Technique), Discussion Experience, Instructional Materials, *Language Instruction, *Second Language Learning, *Small Group Instruction, Speech Communication, Teaching Guides, *Teaching Methods, Verbal Communication
This teacher's guide suggests strategies to be used for teaching conversation in a second language. The small-group method is advocated where the students present the same conversational activity several times, thus reinforcing skills. The underlying philosophy is that the students are responsible for the success of class discussions and group conversation. The activities discussed can be adapted or modified as appropriate for each class and for the teaching style of the instructor. The methods are discussed in six sections: audiovisual strategies; communicative games; interview and questionnaires; values clarification; role playing and problem solving; and potpourri. References cited in the text are included in a bibliography at the conclusion of the activities list. (NCR)

ED 164 161 RC 010 854

Martin, Mary, Ed.

Libraries and Information Services Directory, 1978. U.S. Department of the Interior.

Department of the Interior, Washington, D.C. Office of Library Services.
Pub Date-78
Note-131p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Agencies, *American Indians, *Directories, Elementary Secondary Education, Information Centers, Law Libraries, Librarians, *Libraries, Library Guides, *Library Networks, Parks, School Libraries
Identifiers-Bureau of Indian Affairs, Bureau of Land Management, Bureau of Mines, Bureau of Reclamation, *Department of the Interior, Fish and Wildlife Service, Geological Survey, Heritage Recreation Service, *National Natural Resources Library Info System, National Park Service

Presenting approximately 500 libraries and information sources through the National Natural Resources Library and Information System (NNRLIS), this directory identifies and locates the libraries within the jurisdiction of the Department of the Interior. The following departments are included: Office of the Secretary, Office of the Solicitor, Geological Survey, Bureau of Indian Affairs, Bureau of Land Management, Bureau of Mines, National Park Service, Heritage Conservation and Recreation Service, Bureau of Reclamation, and the Fish and Wildlife Service. The names and addresses of each library and information center are presented in summary form including the library telephone number(s), librarian, staff size, subject emphasis, collection size, special collections, services, and hours of operation. A geographical index, personnel index, and a subject index provide further information within the Department of Interior. Bureau of Indian Affairs schools and National Park Service sites are listed separately by state. (RTS)

ED 163 887 HE 010 805

Greenhill, Muriel Stander, Philip

Undergraduate Education for the New Public Administration: A Report on Research Identifying Abilities Needed by Contemporary Public Administrators, with Implications for Curriculum.

Spons Agency-New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date-Oct 75
Note-109p.; Appendix A may not reproduce well due to marginal legibility of original document
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Administrator Education, Behavioral Objectives, Curriculum Design, *Curriculum Evaluation, *Educational Objectives, Federal Government, Higher Education, National Surveys, Occupational Surveys, *Performance Based Education, Performance Factors, *Public Administration Education, *Public Service Occupations, Questionnaires, Skills, State Agencies, Undergraduate Study
Identifiers-Education and Work, *Medgar Evers College NY

A study was undertaken to explore the relationship between students' expected competencies at various stages in the public administration baccalaureate program of Medgar Evers College (City University of New York) and agency needs as perceived by administrators, agency heads, and experts in the field. In a survey done in 1970, agency needs were defined. A comparison is made with the proposed curriculum for a competency-based undergraduate program. The major finding was that the defined needs and the curriculum elements are compatible. It is recommended that the curriculum units be translated into behavioral objectives, stated as professional rather than academic competencies, and that the program be evaluated after the first year, with due consideration for the difference between short- and long-term objectives. The survey questionnaire, a list of respondents, and the competency areas and the corresponding curriculum units are appended. (MSE)

ED 163 957 IR 006 583

Braden, Roberts A. Walker, Alice D.
Evaluation Is. . .
Pub Date-78
Note-14p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Accountability, Educational Alternatives, *Educational Assessment, *Evaluation Methods, *Evaluative Thinking, Measurement Techniques, Relevance (Education), *State of the Art Reviews
The synthesis of historical definitions presented in this paper was designed to trace the development of the process of evaluation, showing how modern educational evaluation has evolved and identifying some points of confusion. The importance of the integration of evaluation into the overall educational process is emphasized. (Author/RAO)

ED 164 180 RC 010 991

Friedman, Myron And Others

Evaluation Design 1978-1979: ESAA Title I Migrant Program. Publication Number 78.11.

Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-1 Oct 78
Note-60p.; Appendix marginally legible due to light type; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Bilingual Education, Componential Analysis, Decision Making, Educational Accountability, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Federal Programs, Information Needs, *Information Sources, Medical Care Evaluation, *Migrant Education, Parent Participation, Preschool Education, Program Development, *Program Evaluation, Student Recruitment
Identifiers-Emergency School Aid Act, *Migrant Programs, *Texas (Austin)

To collect and disseminate information relevant to the accountability and program components of the Title I Migrant Program in the Austin school district and to report to the Texas Education Agency through interim and final reports on how well the migrant program is meeting its stated objectives for 1978-79 are the functions of the evaluation for which this design is prepared. The evaluation design focuses on the program's major activities: student recruitment, parental involvement, instructional program from pre-kindergarten through high school, and health and clothing support services. For components of six major questions pertaining to the current contract procedures used with externally funded personnel and the program's instructional, health services, parental involvement components, the evaluation design lists dates decisions are to be made, dates information is needed, relevant evaluation questions and objectives, and information sources. The evaluation design describes how the following data will be collected: (1) needs assessment data number of migrant students enrolled in the district and where, their achievement levels, and degree to which migrant students are served by other compensatory programs; (2) process data how well proposed activities are implemented; and (3) outcome data program impact on achievement of migrant students. An outline of the evaluation time resources allocation for personnel is included. (RS)

ED 164 199 RC 011 024

Converse, Harriet Maxwell
Myths and Legends of the New York Iroquois. Museum Bulletin 125.
New York State Education Dept., Albany.; New York State Museum, Albany.
Pub Date-74
Note-211p.; Reprint
Journal Cit-Education Department Bulletin; n437 Dec 15 1908
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, Anthropology, Cultural Background, Culture, Females, Folk Culture, History, *Legends, *Mythology, Religion, *Story Telling, Tribes
Identifiers-American Indian Literature, *Converse (Harriet Maxwell), *Iroquois (Tribe), New York

Adopted for 22 years into the Seneca nation, Harriet Maxwell Converse devoted much of her life to the study and defense of the Indians of New York. The position of friendship and trust she enjoyed enabled her to record extensive information on the customs and institutions of the Iroquois. Material for this volume was taken from her notes found after her death in 1903. The manuscript as found included 22 legends; 14 additional ones were revised from her rough notes. The tales are written in a graceful, poetic style and reflect great understanding and knowledge of the culture. Parts I and II record the myths and legends of the Iroquois. These deal with the story of the creation of the earth, good and evil, sun, stars, and animals. Other stories explain the forces of nature the spirits behind the winds, thunder, drought, rain, seasons, and death. Some tales relate how certain constellations came to be or explain how the bear lost his tail or the frog his teeth; still others tell of the journey of the soul, the legend of the tall pine, the invisible little people, and the spirits of corn, rock, and lake. Part III includes miscellaneous papers found among her notes. These describe aspects of Iroquois history and culture, including women's rights, wampum belts, the game of lacrosse, the Secret Medicine Society, and Mrs. Converse's initiation into the Seneca Medicine Lodge. The forward to the book includes an account of Harriet Converse's life and her work among the Iroquois. (DS)

ED 163 766 FL 009 841

Morgan, Dianne

Linguistic Knowledge at Early Stage 1; Evidence from Successive Single Word Utterances. Papers and Reports on Child Language Development, No. 12.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date Dec 76
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, *Cognitive Development, *Language Development, Language Research, *Linguistic Competence, *Linguistic Performance, Pictorial Stimuli, Preschool Children, *Psycholinguistics, Speech, *Verbal Development

A study was conducted to determine whether the child expresses linguistic knowledge during the single-word period. The order of mention in 65 sets of successive single-word utterances from five children at Stage 1, two to four years old, were analyzed. To elicit speech, the children were shown line drawings representing such situations as animate agent, inanimate agent, animate object, inanimate object, agent present, agent absent, instrument present, and instrument absent. Some pictures had a focus object, which was accomplished by having one object in the picture colored the agent, the object, or the instrument. Pictures were counterbalanced with respect to semantic factors (in some pictures cats chase dogs while in others dogs chase cats). The children's vocabulary was also tested. Results show that significantly more of children's successive single-word utterances describing reversible pictures are ordered agent/object than are ordered object/agent (the order of mention reflects English word order). Children also mention generic terms before specific ones significantly more often than they mention specific terms. Possible reasons for the appropriately ordered successive single-word utterances are discussed, as is the question of whether the single-word word stage is presyntactic. The data suggest that word order is related to cognition, and is not an aspect of syntax divorced from the child's other experiences. (SW)

ED 163 867 HE 010 712

Gamso, Gary
An Approach to Cost Studies in Small Colleges.
Western Interstate Commission for Higher Education, Boulder, Colo.
National Center for Higher Education Management Systems.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Finance and Productivity Group.
Pub Date-78
Contract-400-77-0044
Note-89p.; Light type in parts may not reproduce clearly
Available from-National Center for Higher Education Management Systems, Post Office Drawer P, Boulder, Colorado 80302
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Budgeting, College Planning, Comparative Analysis, *Cost Effectiveness, *Educational Finance, *Estimated Costs, Financial Policy, Higher Education, Instructional Student Costs, Methods, Noninstructional Student Costs, *Small Colleges, Unit Costs

This manual is designed to provide an alternative for small colleges that are unable to use computer-based software and models available through the National Center for Higher Education Management Systems (NCHEMS). Included are concepts drawn from other NCHEMS costing projects, using simplified worksheets for cost-analysis computations rather than computer-based systems. Guidelines are presented for developing unit-cost data for use in internal management, and producing nonfinancial data that are useful in interpreting cost information. The guide is based on current practice among a group of small colleges that developed their own costing methods. These practices can be compared across units or with other campuses. Appendices include: descriptions of costing approaches and the use of cost information from "Procedures for Determining Historical Full Costs;" a discussion of cost and costing principles in higher education from "Fundamental Consideration for Determining Cost Information in Higher Education;" a student data module software description; and information on constructing an instructional workload matrix. (SW)

ED 163 981 IR 006 660

Braunstein, Yale M. And Others

Economics of Property Rights as Applied to Computer Software and Data Bases.

New York Univ., N.Y.
Spons Agency-National Commission on New Technological Uses of Copyrighted Works, Washington, D.C.
Report No.-CONTU-77-0005
Pub Date-Jun 77
Note-131p.; For related documents, see IR 006 669-671; Some pages may not reproduce well due to quality of type in original
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Computer Programs, *Copyrights, Cost Effectiveness, Costs, *Data Bases, *Economic Factors, Electronic Data Processing, Federal Legislation, Futures (of Society), Information Systems, Mathematical Models
Identifiers-Commission on New Technological Uses, *Computer Software

Four major discussions are presented related to economic issues involved with property rights as applied to computer software and data bases. The first discussion qualitatively compares the relative incentives to computer software producers found in alternative regimes of copyright and trade secrecy. The latter is found to have certain dysfunctional qualities which copyright might ameliorate. The second discussion providing a critical view of exemptions from copyright for broad classes of users arrives at the conclusion that exemptions decrease economic efficiency which would be increased through user charges. The third section creates a model of software production and protection and indicates that the term of copyright protection for software should be very short. The final discussion analyzes the trade-off between the scope of protection and the length of time for which the protection lasts. Appendices include mathematical derivations of the optimal protection period for a linear demand curve and a nonlinear demand curve. (Author/CMV)

ED 164 005 IR 006 804

Television for Very Young Children and Their Parents.
Pub Date-Mar 76
Note-31p.; Reports and Papers of a Seminar (Kuala Lumpur, March 7-12, 1976); For related document, see IR 006 803
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Childhood Needs, *Childrens Television, Developing Nations, Educational Television, Foreign Countries, International Organizations, *Parent Child Relationship, *Parent Education, *Preschool Education, *Programing (Broadcast), Program Planning, Seminars
Identifiers-Asia Pacific Institute Broadcasting Development

This summary of the reports and papers presented at a seminar organized by the ABU in collaboration with the Prix Jeunesse Foundation and with the assistance of UNESCO includes reports on television programming for very young children in Europe, Japan, Australia, Bangladesh, Hong Kong, Indonesia, Iran, Korea, New Zealand, Pakistan, Singapore, Thailand, and Malaysia. Programming for parents in Europe, Japan, New Zealand, and Malaysia are also briefly discussed. Brief notes on points raised in discussion of both sets of papers are provided, as well as a list of participants, and recommendations which were presented to the ABU and later adopted by the ABU assembly. (RAO)

ED 164 046 JC 790 053

Walleri, R. Dan And Others
P. A. D. Program Assessment Document: Medical Secretary.
Mount Hood Community Coll., Gresham, Oreg.
Pub Date-Sep 78
Note-59p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Colleges, Curriculum Evaluation, Employer Attitudes, Enrollment Trends, *Graduate Surveys, *Health Occupations Education, Institutional Research, *Junior Colleges, Junior College Students, Manpower Needs, *Participant Satisfaction, *Program Evaluation, Program Improvement, Secretaries, Teacher Attitudes, Vocational Followup

As part of a project at Mount Hood Community College (MHCC) to create Program Assessment Documents for instructional and student service programs, this report focuses on the medical secretary program. With an initial section narrating study findings, the document includes five sections. Part II examines program size in terms of (1) enrollments including enrollment history, enrollment accounting, manpower information, and program costs; (2) staffing including staffing history for core curriculum and staff development activities; and (3) facility and equipment resources including facilities utilization. Part III explores decisions related to modification of instruction in two subsections. The first looks at core course modification in terms of student evaluations of course quality, employers' evaluations of curriculum, and program advisory committee members' evaluations of curriculum. The second subsection considers curriculum modification in relation to former student status, job (schooling) placement history, student ratings of specific program's overall curriculum, and job satisfaction. Part IV focuses on modification of marketing activities with regard to ratings of people and information and their helpfulness in making students aware of the MHCC program. Part V is concerned with modification of support services and students' ratings of these services, their employment related attitudes, and their sense of comradeship within the program. (AYC)

ED 164 104 PS 010 287

Healy, Alfred And Others

Mainstreaming Preschoolers: Children with Health Impairments. A Guide for Teachers, Parents, and Others Who Work with Health Impaired Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31111
Pub Date- 78
Contract-105-76-1139
Note-139p.; For related documents in this series, see PS 010 286-293; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00031-6, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Child Development, *Handicapped Children, *Instructional Materials, Learning Activities, *Mainstreaming, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, *Special Health Problems, Teacher Role, Teaching Guides, Teaching Methods
Identifiers-*Project Head Start

This guide to mainstreaming health impaired preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance are listed. Chapter II distinguishes between handicapping and nonhandicapping health impairments, and defines health impairments as illnesses of a chronic nature or with prolonged convalescence. The following conditions and diseases that result in health impairments are briefly delineated: epilepsy or convulsive disorders, syndromes, pituitary problems, hypothyroidism and diabetes, inborn errors of metabolism, tuberculosis, cystic fibrosis, asthma, congenital heart defects, anemia, hemophilia, and nephrosis, nephritis and enuresis. Chapter III describes how health impairments affect learning in 3- to 5-year olds, and enumerates measures to take in emergency situations. Chapter IV focuses on planning, arranging classrooms, and teaching mainstreamed health impaired children. Chapter V describes how parents and teachers can work together while Chapters VI and VII provide information on possible resources and sources of help, professional and otherwise. Notes on screening and diagnosis are appended. (CM)

ED 164 122 PS 010 319

Relationships of Hunger and Malnutrition to Learning Ability and Behavior.

Florida State Dept. of Citrus, Lakeland.
Pub Date-78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior, *Breakfast Programs, Children, Economic Disadvantagement, *Hunger, Hyperactivity, *Learning Difficulties, Noninstructional Responsibility, *Nutrition, School Services
Identifiers-*Chronic Undernutrition, Iron Deficiency, Obesity

This survey of scientific literature briefly overviews findings on the relations between learning and behavior and hunger, undernutrition, and malnutrition. Topics examined include chronic undernutrition in the U.S., iron deficiency, obesity, and hyperactivity. School feeding programs, including school breakfast programs, are described. The list of references cites 92 items. (RH)

ED 164 143 PS 010 359

Parents Ask...C.D.A. Answers: A Handbook with Some Answers to Questions About the CDA Assessment Process.
Child Development Associate Consortium, Inc., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-HEW-105-77-1012
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, *Parent Participation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Training
Identifiers-Child Development Associate
This handbook for parents describes the Child Development Associate (CDA) assessment process. Eighteen basic questions are answered in order to provide an introduction to the process of CDA accreditation. Regional Offices of the Department of Health, Education and Welfare Administration for Children, Youth and Families are listed. The 14 CDA functional areas are defined and are organized in terms of a competency structure. Terms and acronyms are defined. CDA eligibility requirements are stated. (RH)

ED 164 144 PS 010 360

Smith, Landon H. Leavitt, Jerome E.
Nutrition, Pressures, and Discipline: Their Impact on Learning.
American Education Foundation, Oceanside, Oreg.
Pub Date-Jan 79
Note-20p.
Available from-Curriculum Bulletin, Oceanside, Oregon 97134 ($2.00, Curriculum Bulletin No. 343)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavior Problems, Children, Diagnostic Teaching, Eating Habits, *Hyperactivity, Learning Difficulties, *Learning Disabilities, *Medical Evaluation, *Nutrition, *Stress Variables, *Teacher Response
This curriculum bulletin provides a medical perspective on factors which influence learning. The relationship of nutrition to learning and interactions between stress, discipline and learning are probed in question and answer format. The influence of sugar on learning readiness is discussed along with the beneficial effects of protein. Positive parent communication to the child is emphasized. (RH)

ED 163 809 FL 009 935

van Ek, J. A. Alexander, L. G.

Waystage: Systems Development in Adult Language Learning. An Intermediary Objective Below Threshold-Level in a European Unit/Credit System for Modern Language Learning by Adults.

Council for Cultural Cooperation, Strasbourg (France).
Pub Date-77
Note-110p.
Available from-Manhattan Publishing Co., 225 Lafayette St., New York, New York 10012 ($6.00)
Document Not Available from EDRS.
Descriptors-Adult Education, *Adult Students, *Communicative Competence (Languages), Credit Courses, *Educational Objectives, *Language Instruction, *Language Programs, Models, Modern Language Curriculum, Program Descriptions, *Second Language Learning, Systems Approach
Identifiers-Europe, *Unit Credit System

The "waystage" objective for adult modern language learning in the European unit/credit system is described. Waystage is an intermediary objective below "threshold level," the latter stage being the minimum proficiency level likely to be required to function adequately in temporary contacts with foreign language speakers in everyday situations. The Waystage level is not a terminal objective but an articulation point for courses leading up to threshold level. The model specifying all language learning objectives within the unit/credit system is described, and principles used in the derivation of waystage from threshold level are discussed. A general description of the waystage objective and content specification in terms of functions, notions, and their exponents are covered, and the total lexical and structural content of the objective is presented in the form of lexical and structural inventories. (SW)

ED 163 829 HE 010 102

Cleveland, Harlan
The Education of Administrators for Higher Education.
Illinois Univ., Urbana.
Pub Date-14 Apr 77
Note-45p.; Fourth David D. Henry Lecture ; Light type of document may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Personnel, Administrator Characteristics, *Administrator Education, Administrator Responsibility, Administrator Role, Career Development, *College Administration, College Deans, Higher Education, *Leadership Qualities, Presidents, *Professional Training

The preparation of professional personnel for positions of administration in higher education institutions and agencies is discussed in this lecture. The skills and competencies required of executives in higher education (including intellectual curiosity and leadership) are identified and administration curriculum content (education for an ecological world view) is suggested. Also included are three formal responses to the address by John E. Corbally, president, University of Illinois; James M. Furman, executive director, Illinois Board of Higher Education; and J. Myron Atkin, dean, College of Education, University of Illinois at Urbana-Champaign. Questions from the audience and the responses and comments of the lecture participants are presented following the formal response by Dr. Corbally. (BD)

ED 163 910 IR 006 372

Lee, Tae Moon And Others

Analysis of U.S. Government Printing Office Documents Depository Survey Items. Final Report.

American Library Association, Chicago, Ill. Government Documents Round Table.
Pub Date-20 Feb 78
Note-46p.; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Abstracting, *Depository Libraries, Documentation, *Federal Government, *Government Publications, Information Dissemination, Investigations, *Library Services, Tables (Data)

The Study Committee on Federal Documents Depository Survey Items analyzed 67 survey items received by each of five selective depository libraries for a two-month period in order to determine the adequacy of annotations on depository survey item cards issued by the Superintendent of Documents of the U.S. Government Printing Office. Findings of the study are discussed, an analysis of survey data is presented, and full compliance with the statutory requirements of Title 44, United States Code, section 1904, is urged. An appendix includes a listing of the items surveyed in the study, and a memorandum from J.D. Livsey, Director, Library and Statutory Distribution Service, regarding requirements for new item surveys is attached. (RAO)

ED 163 932 IR 006 476

Aimone, Alan C., Comp.
Bibliography of Military History. A Selected and Annotated History of Reference Sources, 3rd ed.
Military Academy, West Point, N.Y. Library.
Report No.-USMA-14A
Pub Date-78
Note-86p.; For related document, see ED 156 122
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Armed Forces, Atlases, Audiotape Recordings, Dictionaries, Directories, Encyclopedias, Government Publications, *History, *Military Science, Periodicals, Photographs, Videotape Recordings
Identifiers-United States

This revision of the 1975 publication of the same name has increased the scope of sources to include non-print materials, and has added several new categories: Order of Battles, Abstracts, Lineages, Statistics, and Guidebooks. The previous topic headings are grouped by document type or, in some cases, by subject, such as Customs, Decorations, Flags, and Insignias or Ordinance, Planes, Ships, and Vehicles. A title/author index is included. (JVP)

ED 163 958 IR 006 590

Piper, David Warren

Media and Educational Technology Units. Topic Paper No. 1.

London Univ. (England). Inst. of Education.
Pub Date-74
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Communication, *Audiovisual Programs, Comparative Education, *Educational Policy, *Educational Technology, Evaluation Criteria, Foreign Countries, *National Programs, Organization, Staff Role
Identifiers-*Great Britain

Major issues raised during a meeting of representatives from ten media and educational technology units in Great Britain in 1973 are briefly discussed. Areas covered include the responsibilities of the units, organizational structure, financing, staff, and some problems of evaluation. An outline of national policy relating to these media and educational technology units provides the framework in which the service functions of the units are discussed. The suggested framework for reporting on the individual units prior to the meeting is appended. (RAO)

ED 164 026 JC 790 028

Marsee, Jeff
Energy Conservation: Implementing an Effective Campus Program.
Dallas County Community Coll. District, Tex.
Pub Date-Jan 79
Note-16p.; Exhibit II of the original document has been deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Air Conditioning, Building Operation, *Climate Control, Community Colleges, Cost Effectiveness, *Energy Conservation, *Fuel Consumption, Heating, *Junior Colleges, Lighting, *Operating Expenses, Physical Facilities, Utilities

After reviewing the physical plant environment and temperature control equipment at Eastfield College (Texas), this paper explains how redirected efforts toward energy conservation can result in important cost/usage savings. Electricity billing rates are explained to provide a stronger usage strategy for cost effectiveness. Two methods of reducing peak energy demand levels are considered: (1) a computerized system that automatically shuts down heating and cooling elements when the identified tolerable peak demand load is approached; and (2) an approach which emphasizes the reduction of overall kilowatt hour usage by turning off lights and adjusting thermostats. The assumptions upon which this second approach is based are outlined, and methods of monitoring utility consumption and of implementing this energy conservation plan are presented. (MB)

ED 164 066 JC 790 075

Brown, Fannie E.

Improving the Applicant Selection Process of the Nursing Program at City College of San Francisco.

Pub Date-78
Note-182p.; Ed. D. Dissertation, Nova University
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Access to Education, *Admission Criteria, *Affirmative Action, Associate Degrees, Community Colleges, Competitive Selection, Educational Demand, Educational Supply, *Junior Colleges, Medical Education, Minority Groups, Nurses, *Nursing, Racial Composition, Student Application, Student Recruitment, Surveys
Identifiers-*Oversubscription

City College of San Francisco's Nursing Department has had an oversubscription of applications and an under-representation of minority students for a number of years. Although the department can only accommodate 96 students per year, over 600 subscribed in 1977. The purposes of this inquiry were to compare associate degree nursing program admissions criteria in California community colleges; determine relationships between these criteria and oversubscription of applicants and the under-representation of minorities; and to identify possible solutions to the problem. Questionnaire responses from 59 program chairpersons and the current nursing student body (196) from the college provided the data. The main conclusions were that oversubscription was a national phenomenon; diversified methods were employed in both testing and utilizing the results for acceptance; the majority of programs used objective admissions criteria; no one method avoided pressure from internal or external forces to the program; the majority of programs were aware of the problem; and ethnic minority students were consistently under-represented. Recommendations include: hire a full-time nursing counselor to advise and recruit minorities; require at least a 2.5 pre-nursing grade point average; eliminate interviews but require a pre-nursing course; and have students demonstrate bilingual proficiency. A literature review, bibliography, and the survey instruments are included. (Author/MB)

ED 164 085 PS 010 237

Lahti, Janet And Others
A Follow-Up Study of the Oregon Project: A Summary.
Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-CB-OCD-481
Note-35p.; For final report, see PS 010 236
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adjustment (to Environment), Adjustment Problems, *Adoption, Case Studies, *Children, Demonstration Projects, Emotional Adjustment, Family Relationship, Foster Family, *Foster Homes, *Placement, *Program Evaluation, Program Validation
Identifiers-Placement Stability

This follow-up study of a special demonstration project (Oregon, 1973) evaluates the placement of children in foster care by exploring the stability and quality of placements. The project included 509 children who were under 12 years of age, unlikely to return home, and adoptable. The following questions were investigated: (1) How does the project's record of case disposition and placement stability compare with that of regular casework activity? (2) Can the level of adjustment of the children be accounted for at the time of the interview? and (3) Can each type of placement be described and compared with the others? The first part of the study investigated the stability and type of placement. The second part, through interviews with parents and children, assessed the placements' success and other concepts such as the child's self-concept. Among the results it was found that permanent placements made by both project workers and regular caseworkers were stable. Children in placements perceived as permanent by parents were more likely to be getting along better. Children who got along well when they first entered a placement were more likely to continue to do so. Children returned to their parents were doing well but did not score as high on adjustment and health as those in other placements. Findings are illustrated by case studies. (Author/RH)

ED 164 162 RC 010 855

Margon, Arthur

The Indian in Chicago: Some Comparative Perspectives on Group Adjustment.

Pub Date-20 Oct 73
Note-14p.; Paper presented at the Illinois State Historical Society meeting (Chicago, Illinois, October 20, 1973)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Acculturation, *Adjustment (to Environment), *American Indians, *Blacks, *Comparative Analysis, Cultural Background, Cultural Differences, Economic Development, *Ethnic Groups, Job Skills, Mobility, Rural to Urban Migration, Skill Development, Socioeconomic Status, *Urbanization
Identifiers-*Chicago, Menominee (Tribe), Mohawk (Tribe)

Chicago's American Indians generally migrated in response to an urban dominant society, Bureau of Indian Affairs training programs, or termination of the Menomenee Reservation. A comparison of black with Native American status in Chicago indicates a vast economic differential resulting from the Indian's lack of political clout, longevity, and employable skills in an economy now far more rigid than that faced by urban migrating blacks of earlier decades. Apparent similarities between Indian urban migrants and those of earlier minorities include propensity for a mobile existence and lack of socio-cultural cohesion (e.g., the Italians). Major differences between urban Indians and other earlier urban minorities stem from the economic liability of mobile living today and the long established heritage of a non-western culture at odds with life in the modern urban sector. It is the combination of cultural heritage, skills unsuited for the national economy, and urbanization at the bottom of the socio-economic scale that perpetrates Indian disadvantagement. Yet, the Mohawks of Brooklyn, New York have combined traditional values with much needed urban skills to become high-altitude construction workers, known for the quality and courage of their work. Perhaps, the most positive potential for Indian urbanization may come in the guise of Indian leadership intent upon eradicating the American belief that land is a civil liberty rather than a social resource. (JC)

ED 164 218 RC 011 052

Ahler, Janet Perrone, Vito

An Evaluation Report of "Social Conflicts" and "Fine Arts": The American Indian Curricula Development Program for Grades 9-12.

Pub Date-Jun 77
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Art, Cultural Awareness, Cultural Enrichment, *Culture Conflict, Curriculum Development, *Curriculum Evaluation, *Fine Arts, *Instructional Materials, Librarians, Library Role, *Secondary Education, Social Discrimination, Social Problems, Teachers
Identifiers-*American Indian Education, *Field Tests

The American Indian Curricula Development Program (AICDP) produced a two-package program for grades 9-12. The "Social Conflict" package, with Prejudice, Indian Education, Americanizing the Indian, and B.I.A. units, and the "Fine Arts" package, with Art, Music, Literature, and Dance and Drama units, were Pan-Indian in orientation with a strong contemporary issues base. AICDP sent the program to 21 North Dakota high schools for introductory use. Evaluators interviewed participating teachers and librarians formally and informally, and attended AICDP workshops to offer AICDP some external perspective on the program and to determine how it was used and viewed by educators. The program had considerable overall merit. The 18 teachers in 14 schools who actually used the materials used the packages, Teacher Guides, supplementary materials and suggested activities selectively. The Art and Prejudice units were the best. Most teachers found reading levels satisfactory, content accurate, and the material beneficial to Indian and non-Indian students alike. Few high school libraries had the resources necessary for the program. AICDP should integrate the two packages in the program and reduce the overall cost. In addition, there should be more AICDP workshops, teacher and student feedback and evaluation, and improved libraries. (SB)

ED 164 236 RC 011 085

Buscando Hallaras. Que Bonito Es Leer, II. Libro II. Cuaderno de Ejercicios (Looking You Will Find. How Nice Reading Is, II. Book II. Workbook).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 78
Note-49p.; For related documents, see ED 149 641 and RC 011 084-086
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (326-X, $1.00)
Language-Spanish
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-*Bilingual Education, Childrens Books, Elementary Education, Grade 2, Grammar, *Instructional Materials, *Language Instruction, Language Programs, Language Skills, Phonology, Primary Education, Reading Comprehension, *Reading Instruction, Sentence Structure, *Spanish, Spelling, Vocabulary, *Workbooks, Writing Exercises
Identifiers-Language Exercises

Designed for bilingual Spanish-English supplemental reading instruction for second grade students, this workbook is intended to be used with the reader of the same title. There is also a teacher's guide. The workbook provides about five pages of reinforcing exercises for each of the eight stories in the reader. The exercises are in the form of vocabulary, grammar, punctuation and spelling exercises; drawing games; pronunciation and dictation exercises; and sentence and story writing. They are designed to teach comprehension, interpretation, vocabulary, pronunciation, and study skills. There is an illustrated glossary which includes sample sentences using each word. (SB)

ED 163 786 FL 009 887

Williams, Patricia Ann

What Did You Say? A Study Concerning the Vocabulary, Grammatical, and Pronunciation Choices of Houston Residents.

Pub Date-75
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Age Differences, *Dialect Studies, Educational Background, Grammar, Language Research, *Language Usage, *Participant Characteristics, Pronunciation, Questionnaires, Regional Dialects, Sex Differences, *Sociolinguistics, *Speech Communication, *Standard Spoken Usage, Vocabulary
Identifiers-Texas (Houston)

Fifty residents of Houston, Texas, were surveyed to determine whether or not factors concerning their background affected their word choice, grammatical usage, and pronunciation. Each informant answered a questionnaire consisting of one page of background data and two pages of questions about his daily speech. In correlating the participants' answers and their backgrounds, five points were analyzed: sex, age, race, education, and residency. Information was obtained on noun choice, grammatical usage, pronunciation, and verb choice. Two important questions were considered: which words and pronunciations are used most frequently, regardless of background, and whether certain factors in a person's background affect his vocabulary, grammar, and pronunciation. Specific words and usages are discussed, and a sample questionnaire and chart of responses are included. (SW)

ED 163 849 HE 010 662

Peltason, J. W., Ed. Massengale, Marcy V., Ed.
Students and Their Institutions: A Changing Relationship.
American Council on Education, Washington, D.C.
Pub Date-78
Note-201p.
Available from-American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($13.50)
Document Not Available from EDRS.
Descriptors-Academic Standards, Books, Career Education, *College Role, *College Students, Consumer Protection, Continuous Learning, Educational Alternatives, *Educational Change, Enrollment Trends, Futures (of Society), *Higher Education, *Needs Assessment, School Industry Relationship, *Student College Relationship, Student Costs, Trend Analysis
Drawn from papers presented at the sixtieth Annual Meeting of the American Council on Education, this volume represents the collective knowledge and experiences of 26 higher education leaders. Nine areas of concern to higher education are treated in depth: higher education in the future, the cost of a college education, students as consumers, career planning, assessing higher education's standards, lifelong learning, the underdeveloped potential of the business community, enrollments, and the value of a college education. The contributors are: Jerry Apodaca; Peter D. Bell; Ernest L. Boyer; Joseph A. Califano, Jr.; Lisle C. Carter, Jr.; Martha E. Church; John T. Fey; Bruce Fuller; Stephen H. Fuller; David P. Gardner; Joseph N. Hankin; Timothy J. Healy; Harold L. Hodgkinson; T. Edward Hollander; D. Bruce Johnstone; George O. Klemp, Jr.; Henry M. Levin; Michael Liethen; James E. Nelson; Joel Packer; Robert L. Payton; Susan Rink; John R. Silber; Hayden W. Smith; Stuart A. Taylor; and Patricia A. Watson. (SW)

ED 163 888 HE 010 875

Bledstein, Burton
The Culture of Professionalism. The Middle Class and the Development of Higher Education in America.
Pub Date-76
Note-366p.
Available from-W. W. Norton & Company, 500 Fifth Avenue, New York, N.Y. 10036 ($12.95)
Document Not Available from EDRS.
Descriptors-*Cultural Factors, Educational Benefits, Educational History, *Higher Education, Middle Class Culture, Middle Class Norm, *Middle Class Values, Occupational Mobility, Power Structure, Professional Education, *Professional Occupations, Professional Training, Social Change, *Social History, Social Influences, Success Factors, United States History, *Work Attitudes
Identifiers-Education and Work, *Professionalism

By the middle of the nineteenth century American society was becoming restructured according to the concept of career. A new middle class emerged, and within it professionalism became the highest goal. The creation of the university in America provided the necessary matrix for its development, making possible new attitudes about authority, mobility, merit, and success that have come to characterize modern American society. This study of institutions, and people who created a new professionally conscious society defines the nineteenth century phenomenon so basic to middle class habits of thought and action that a majority of twentieth-century Americans has taken for granted that all intelligent modern persons behave according to it. Chapters of this book include discussions of the advantage of being middle class, the culture of professionalism, character, careers, the old-time college, culture, and the American university. (Author/MSE)

IR

ED 164 006 IR 006 823

Learning Via Telecommunications: Readings from Audiovisual Instruction'' 3.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date-78
Note-81p.
Available from-Publications Department, Association for Educational Communications and Technology; 1126 16th Street NW, Washington, D.C. 20036 ($7.50 for members, $8.95 for non-members) non-members)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Broadcast Industry, Cable Television, *Communication Satellites, Educational Television, *Instructional Programs, Programing (Broadcast), Radio, *Telecommunication, Telecourses, Television, Videodisc Recordings, Video Equipment
Identifiers-Teleconferencing

Articles in this collection are concerned with (1) broadcast radio and television and how these media change people's living and learning styles; (2) instructional uses of telecommunications; (3) interconnections of several kinds including satellites, teleconferencing, and cabled campuses; and (4) how to do it'' dealing with both the uses for various kinds of hardware, and the processes to support instruction. Most of the readings have been published previously in Audiovisual Instruction'' or its supplement, Instructional Resources.'' However, some articles submitted for the January 1978 issue of AVI, which did not appear because of space limitations, are included. A bibliography on videodisc is included in the first section. (Author/JEG)

ED 164 123 PS 010 320

O'Konski, Gerry, Ed.
Children, Food, and Family Day Care: A Manual for Sponsorship of the Child Care Food Program in Licensed Family Day Care.
Olmsted County Dept. of Social Services, Rochester, Minn.
Pub Date-Jul 78
Note-127p.
Available from-Olmsted County Council for Coordinated Child Care, 1312 Seventh Street, N.W., Suite H, Rochester, Minnesota 55901 ($10.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Accounting; *Breakfast Programs, Eligibility, *Family Day Care, Federal Aid, *Federal Programs, Foods Instruction, *Lunch Programs, *Manuals, *Nonprofit Organizations, Nutrition, Program Descriptions, Program Evaluation, Resource Materials, Training
Identifiers-*Child Care Food Program
This manual provides detailed information on how local non-profit organizations can sponsor licensed family day care homes for participation in the federally funded Child Care Food Program. This program subsidizes the provision of nutritious meals to children who are not in school. The introductory section of the manual answers basic questions about the program, delineates program benefits, traces the program's legislative history, provides definitions for key terms, and presents a program overview. The second section deals with how to initiate sponsorship. Discussed are the intial steps in calculating the sponsor's reimbursement, the provider's reimbursement, administrative expenses, and financial feasibility. The third section presents (1) step by step information on how to file for sponsor and provider reimbursement; (2) brief suggestions for developing a program to train day care providers to meet USDA minimum nutritional requirements in the meals they serve and to manage the required recordkeeping; (3) steps for monitoring homes; and (4) information about the sponsor's program evaluation. Copies of the forms needed to complete the process of sponsoring a family day care home in the Child Care Food Program are included in the fourth section. The final section contains materials and resources for sponsors to use in their orientation and training programs. (JMB)

ED 163 810 FL 009 936

Richterich, Rene Chancerel, Jean-Louis
Identifying the Needs of Adults Learning a Foreign Language.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-78
Note-155p.
Available from-Manhatten Publishing Co., 225 Lafayette St., New York, New York 10g12 ($8.00)
Document Not Available from EDRS.
Descriptors-Adult Education, *Adult Students, Credit Courses, Data Collection, Educational Assessment, Educational Objectives, *Language Instruction, *Language Programs, Modern Language Curriculum, *Needs Assessment, *Second Language Learning, *Student Needs, Systems Approach
Identifiers-Europe, *Unit Credit System
A project was undertaken for the promotion of unit/credit systems for language learning by adults. Project aims were to: (1) show that anaylsis or identification of language needs ought to be an intergral part of the unit/credit language learning processes; (2) show that all parts of the system are interdependent, including analysis of resources and motivations, definition of objectives and methods of assessment, choice of methodologies, and teaching curricula; and (3) suggest conceptual instruments for carrying out this identification. Types of information were classified that can be collected in order to build up, jointly with the learner, an expression of his needs. Before and during the course, the learner's needs can be identified by the learners themselves, the teaching establishment, and the user-institution, depending on the resources, objectives, methods of assessment, and curricula. The main methods of collecting information and examples of how they are applied are discussed. Collection methods are surveys, questionnaires, interviews, attitude scales, intelligence tests, language tests, job analysis, content analysis, statistical analysis, and fixing of objectives. Sample instruments are appended, some of which are in French. (SW)

ED 163 830 HE 010 118

Bruker, Robert M.

A Survey of Salary Levels in the Admissions and Records Profession, 1977.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
Pub Date-77
Note-47p.
Available from-American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Personnel, *College Admission, Comparative Analysis, *Employment Statistics, Higher Education, *National Surveys, *Salaries, Salary Differentials, School Registration, Statistical Data, *Student Records
Identifiers-*Admissions Officers, Registrars

Admissions and records professionals conducted a survey of salary levels in their profession. Comparisons between types of institutions both across the nation and within 10 regions can be made. After the design of the survey instrument, data collection of two types was undertaken. Institutional data concerned the size, type, and control of the institutions and functional area through which the office reports, and individual data on admissions and records professionals concerned sex, years in current position, area of primary responsibility, union membership, salary ranges, and level of responsibility. Usable information was obtained from 2,203 institutions for a return rate of 73 percent. The number of professional staff represented was 7,071. A notable finding was a difference in salaries paid to men and women. Thirty tables are presented, and a sample survey is appended. (SU)

ED 163 868 HE 010 715

Corwin, Thomas M. Knepper, Paula R.

Finance and Employment Implications of Raising the Mandatory Retirement Age for Faculty. Policy Analysis Service Reports, Vol. 4, No. 1, December 1978.

American Council on Education, Washington, D.C. Policy Analysis Service.
Pub Date-Dec 78
Note-72p.
Available from-Policy Analysis Service, American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Age, *College Faculty, Educational Finance, *Employment Practices, *Federal Legislation, Fringe Benefits, Higher Education, *Personnel Policy, School Surveys, Statistical Data, Teacher Employment, *Teacher Retirement, Tenure
Identifiers-Age Discrimination in Employment Act Amendments, *Age Discrimination Legislation

A study was conducted to assess the implications of the Age Discrimination in Employment Act (ADEA) amendments of 1978 that raises the mandatory retirement age for faculty. Tenured employees of colleges and universities may be retired between the ages of 65 and 70 until July 1, 1982, at which time the age 70 minimum retirement goes into effect. The purposes of the study are to generate a data base for assessing the effect of the ADEA amendments on higher education nationally and to determine what answers the data, in conjuction with findings from other recent studies, can provide to some of the more critical questions. Questionnaires were mailed to higher education institutions to obtain statistical breakdowns by age for both tenured and nontenured faculty members and to supply age-specific data on the number of vacancies created by faculty members during the current academic year (1977-78) and the three preceding years. Information was also requested on policies related to retirement, tenure, and the institution's provision of retirement benefits for faculty members. (SW)

ED 163 911 IR 006 382

Mitchell, John W. Meyers, Judith K.
Overview of Audiovisual Resources in the State of Ohio.
Ohio State Library, Columbus.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-507p.
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-*Audiovisual Aids, Audiovisual Programs, Catalogs, *Educational Resources, Film Libraries, Higher Education, Information Networks, Library Services, Program Coordination, Public Schools, Questionnaires, State Government, *State Surveys, *Statewide Planning, Tables (Data)
Identifiers-*Ohio
A survey was conducted to (1) identify the major collections of audiovisual resources, especially 16mm films, in the state of Ohio; (2) describe trends in the development of such collections; (3) determine patterns of utilization; and (4) identify policy issues for the development of collections and services. This report details materials, equipment, services, utilization, procedures, interagency cooperation, and needs and priorities in terms of area, corporations, government agencies, libraries, school districts, and post secondary educational institutions. Data are displayed in charts, explained, and summarized to support recommendations made. A 65-item bibliography and two sections providing maps and tables are also included. Appendices include the data gathering instrument, and lists of advisory committees, area film libraries, educational television corporations, government agencies, multicounty interlibrary cooperatives, public libraries, public school districts, and post secondary educational institutions. (JEG)

ED 163 933 IR 006 477

Selected Educational Media, Fall 1978.
Military Academy, West Point, N.Y. Library.
Pub Date-78
Note-152p.; For related document, see ED 156 127
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Libraries, *Audiovisual Aids, Catalogs, Films, Filmstrips, *Instructional Media, *Library Collections, Periodicals, Phonograph Records, Photographs, Slides, Videotape Recordings

The listing of the non-book collection of the United States Military Academy Library at West Point, New York is presented alphabetically by subject. Resources held but not included here are the picture file; portrait file; framed art prints; classical, popular, and folk music recordings; and recordings of literary works. An index provides title access and includes the Library's call number. This publication has been revised annually since 1972 when it was put in machine readable form. (Author/JVP)

ED 163 959 IR 006 594

Nickerson, R. B.

The Role of Television Programming in Classroom Instruction.

Pub Date-Jun 78
Note-14p.; Paper presented at the First Congress on Education (Toronto, Canada, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Research, Closed Circuit Television, Educational Alternatives, Educational Equipment, Educational Improvement, Educational Research, Educational Resources, *Educational Television, Instructional Aids, *Programing (Broadcast)
Identifiers-*Ontario

Two aspects of the role of television programming in classroom instruction extent of use and instructional functions for use are discussed with particular attention to the factors that influence these roles and changes that might occur in the future in the Province of Ontario. The evidence presented indicates that television is presently playing an important role in Ontario classrooms where the availability of educational television equipment and curriculum relevant programming, as well as the level of acceptance within the educational community, contributes to a favorable climate for utilization. Favorable attitudes, or acceptance, seem to be related to being informed about the use of television, while its functional role in the classroom is determined by the design of the program. A significant proportion of the instructional television programs available to teachers in Ontario provide a total system consisting of teacher guides, student guides, records, tapes, song books, coloring books, posters, and activity books. This system is made available as an integral unit, and becomes a curriculum determining, rather than a curriculum supporting resource. (JEG)

ED 163 982 IR 006 661

Gray, E. M.

Information Products Resulting from Satellite Studies at the Institute for Telecommunication Sciences.

Office of Telecommunications (DOC), Washington, D.C.
Report No.-OT-SP-77-15
Pub Date-May 77
Note-95p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1977-779-896/230 Region 8)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Annotated Bibliographies, *Communication Satellites, *Electromechanical Technology, Federal Government, Government Role, Models, Radio, Simulation, Space Sciences, Systems Analysis, *Telecommunication

This bibliography lists publications describing the scope, time span, depth, variety, and relevance of the satellite work done by the Institute for Telecommunication Sciences from 1958 through 1976. Works cited are listed by author with six categories: propagation, antennas, modulation or signal design, electromagnetic interference and frequency sharing, system design and assessment, and noise. Authors and co-authors are interfiled alphabetically in an author index. (Author/CMV)

ED 164 027 JC 790 029

Bottenfield, Jack L.
Financing Small/Rural Community Colleges.
Pub Date-Aug 78
Note-14p.; Paper presented at the National Conference on Small/Rural Colleges (Blacksburg, Virginia, August 3-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, Educational Finance, *Financial Needs, Financial Problems, *Financial Support, Foundation Programs, Government School Relationship, *Junior Colleges, *Rural Schools, *Small Colleges, *State Aid

The need for states to identify and appropriately fund the special needs of the small/rural community college is discussed in terms of eight issues: (1) certain costs which are required for operation of institutions regardless of size and which are unrelated to programs (e.g., library, grounds maintenance, meeting recommendations of accrediting agencies, employee fringe benefits, and costs due to state and federal regulation) should be funded totally by the state; (2) the need to rethink state responsibility to public compared to private institutions; (3) state support to assure adequate access to low tuition community college programs; (4) provision by the state allowing colleges to provide free community service activities; (5) special attention by the state to the added costs of equipment and facilities for occupational programs; (6) state legislative appropriations for college captial purposes; (7) extent of state funding of two-year programs in four-year institutions; and (8) consideration of future unknown factors. A discussion of the current four types of state-level support for colleges negotiated budgets, unit rate formulas, minimum foundation funding, and cost-based program funding points out their deficiencies, and is followed by a discussion of the four capital funding models state financed, locally financed, state/local cost sharing, and foundation programs. (MB)

ED 164 047 JC 790 054

Legislative Commission's Subcommittee on the community College Division of the University of Nevada System. Report to the Legislative Commission.

Nevada State Legislature, Carson City. Legislative Commission
Pub Date-Aug 78
Note-41p.; Appendices have been deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Organization, Community Colleges, Educational Finance, Faculty Development, *Governance, *Junior Colleges, Needs Assessment, Postsecondary Education, *State Legislation, *Statewide Planning, University Administration
Identifiers-Assembly Resolution 44 (Nevada (1977), *Nevada

This legislative report complies with Nevada's Assembly Concurrent Resolution 44 which mandated the study of the Community College Division of the University of Nevada System to determine: (1) if the Community College Division should be separated from the University system; (2) the future needs of Nevada residents for community colleges; (3) whether the present resources of community colleges were being used to greatest advantage; and (4) whether community college facilities should be expanded. The inquiry, which consisted of campus site visits and five days of meetings at which regents, administrators, and students provided testimony, revealed that while the legal basis existed to statutorily separate the two systems, such a radical organizational move would be premature; that there was a need for the reinstitution of the central office of president of the Community College Division; that the community college system had benefited from strong community support; that transfer problems between two- and four-year institutions had been alleviated by the University System Articulation Board; and that the community college's original goals were still viable. The need for additional college capital facilities was not demonstrated. The report also provides a legislative history of the community college system in Nevada. (MB)

ED 164 086 PS 010 241

Iscoe, Louise And Others
Safety Precautions. Child Health and Safety Series (Module I).
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-54p.; For related documents, see PS 010 246, PS 010 248, and PS 010 252-256
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Accident Prevention, Child Care Centers, *Child Care Workers, Early Childhood Education, Family Day Care, Fire Protection, *Health Education, *Health Guides, *Instructional Materials, *Parent Education, Postsecondary Education, *Safety Education

This manual for parents and child care personnel in day care homes and centers provides guidelines and information on indoor and outdoor safety precautions, emergency preparation and first aid. Contents focus on monitoring arrivals and departures, prevention of suffocation and strangulation, control of pets and other animals, preventing and treating insect, snake and other animal bites and scratches, preventing and treating poisoning from household chemical products, fumes, cosmetics, pesticides, petroleum products, drugs, house and outdoor plans, food, and lead. Attention is also given to water safety in tubs, wading and swimming pools, prevention of automobile injury and prevention of fires, burns and electric shock. The concluding section emphasizes the need for emergency plans for response to fire and severe weather conditions, administration of first aid and obtaining emergency medical assistance. The manual includes a 16-item test. (A slide/sound presentation and pamphlets were produced in conjunction with this manual). (RH)

ED 164 181 RC 010 993

Ashley, Kathy Stewart, Tom

Proceedings of the First Indian Nursing Education Conference (Chinle, Arizona, June 21-22, 1974).

Spons Agency-Navajo Community Coll., Tsaile, Ariz.; Navajo Health Authority, Window Rock, Ariz.
Pub Date-Jun 74
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Vocational Education, American Indians, Career Awareness, Career Education, Career Opportunities, Conference Reports, Consultants, Medical Education, *Nurses, *Occupational Mobility, *Professional Continuing Education, Recruitment, *Reservations (Indian), *School Holding Power
Identifiers-*American Indian Education, Navajo (Tribe), *Nursing Education

Attention focused on the recruitment and retention of Indian students, career mobility, continuing education, and unique aspects of nursing practice in tribal areas. Location of schools away from home environments, course requirements for which students have had inadequate preparation, feelings of isolation, and financial troubles tend to hamper Indian students seeking a nursing education. Due to the shortage of health personnel, nurses practicing on reservations are often forced to provide care generally given by a physician. Continuing education is needed to help them meet these added responsibilities; job descriptions and salary scales should be rewritten to reflect the work actually done. Recruitment of young people to the profession is hampered by the lack of visibility of Indian nurses as role models. Recruitment recommendations include career development programs extending to all ages of students, including preschoolers, and better visibility for Indian nurses in the mass media. Retention could be improved with precollegiate remedial science programs, coordination of financial aids, and programs to contact nursing students as soon as they enter college. Career mobility and continuing education would be aided with post graduate education for nurses both at schools of nursing and on the reservation, full accreditation for the Navajo Community College to allow community nurses to obtain at least an associate degree locally, and Indian Health Service evaluation of the civil service nursing position structure. (DS)

ED 164 200 RC 011 025

Tooker, Elisabeth, Ed.
Iroquois Culture, History, and Prehistory. Proceedings of the 1965 Conference on Iroquois Research.
New York State Education Dept., Albany.; New York State Museum, Albany.
Pub Date-67
Note-116p.; Reprinted in 1970
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, Anthropology, *Archaeology, *Conference Reports, Cultural Background, Games, Place of Residence, Politics, *Research, Research Methodology, Reservations (Indian), Tribes
Identifiers-Allegany Seneca (Tribe), American Indian History, Canada, Cattaraugus Seneca (Tribe), Ceremonies, *Conference on Iroquois Research, *Iroquois (Tribe), New York, Onondaga (Tribe)

Although the Iroquois are one of the most thoroughly studied Indian peoples of this continent, many important aspects of their history and culture remain unexplained. For the past 20 years the Conference on Iroquois Research has reported on current research and discussed needs and opportunities for future research. Twenty papers are included in this document. These deal with such subjects as aspects of recent change on the Allegany Reservation, early years of the Seneca nation, etymology of the word "Iroquois," the Onondaga Bowl Game, and acculturation on the Tyendinaga Reserve in Canada. Another paper suggests the Huron and Iroquois may not have had as strong a matrilocal rule of residence in the 17th century as previously believed. Interest by the Tuscaroras to revive their language is also discussed. An ethnohistorical study of Hocheloga made in connection with the restudy of the Dawson site is given, as well as a discussion of some hitherto unreported pottery types in Eastern Ontario and Southern Quebec. Five papers report on archaeological work at the Kelso, Howlett Hill, Garoga, Simmons, and Cornish Sites. Three reports are concerned with other aspects of analysis and interpretation of archaeological data; these deal with pottery analysis in terms of "attributes" rather than types, pottery analysis as a source for inferences on social relationships and organizations among the Straits of Mackinac peoples, and the use of ethnographic data to interpret archaeological data from the Mohr site. The final paper deals with the Anthropology Study Curriculum Project. History and purposes of the Conference on Iroquois Research are also given. (Author/DS)

ED 164 219 RC 011 054

Gonzales, Sylvia
Beyond Feminism and the Dynamics of Mass Movements.
Pub Date-Apr 78
Note-14p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (6th, University of Wisconsin-LaCrosse, April 19-22, 1978) ; Reproduced from best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Activism, *Change Agents, *Ethnic Studies, *Feminism, *Group Dynamics, *Mexican Americans, Role Perception, Self Actualization, Social Attitudes, Social Change, *Womens Studies
In response to an article appearing in "The New York Times Magazine" by Anne Roiphe titled "The Trouble at Sarah Lawrence", which alleges that the open visibility of female homosexuals in the student body, nourished by Sarah Lawrence's Women Studies Program, has led the prestigious college to ruin", this paper questions whether women's studies or ethnic studies departments in colleges and universities attract and encourage radicalism and, as some have maintained, tolerate only radicalism. The paper proceeds to describe the Mexican American movement and the various stages of awareness that the Mexican American experiences (the stages of resistance, acculturation or assimilation, counter-acculturation, and the idealized state of "beyond culture"). These various stages are compared to the process in the Women's Movement. The paper contends that all minority groups within the same social circumstances of oppression employ similar dynamics of change. However, it grants that it is more difficult to isolate the various stages in the historical experience of women because sexism is the most primitive form of oppression. It cautions against stifling the radical side of a mass movement. It is analyzed that the political lesbian and radical take their activism just one step further in attacking their ascribed roles in society. Chicano and feminist become synonymous in this analysis, and the political activist and political lesbian the further expression of each. (Author/NQ)

ED 163 767 FL 009 844

Erickson, Donna R. Holicky, Karen R.
On the Road to Find Out: Career Related French Language Units.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date- 78
Note-53p.
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Activity Units, Business Communication, *Career Education, *Career Exploration, *Curriculum Guides, *French, Job Application, *Language Instruction, Lesson Plans, Modern Language Curriculum, Role Playing, Secondary Education, Second Language Learning, *Unit Plan, Units of Study

A French language curriculum that integrates career and self-exploration activities is presented. The unit is divided into nine mini-units for the teacher that include the following: career or careers to be role-played, student grouping, time allotment, materials needed, a day-to-day explanation of the student activities, and followup activities. The nine mini-units are on the following topics: seeking employment, personnel director and job applicant, writing and typing a letter, business office worker and customers, radio producer and announcer, salesperson and shoppers, tour guide, medical worker and patient, and food tester. In addition to the nine units, suggestions are offered on followup activities and evaluation, and sample questions that should be completed after each career role-playing situation are included. (SW)

ED 164 237 RC 011 086

Buscando Hallaras. Que Bonito Es Leer, II. Libro II. Libro de Lectura (Looking You Will Find. How Nice Reading Is, II. Book II. Reading Book).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 78
Note-101p.; For related documents, see ED 149 640 and RC 011 084-085
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (325-1, $1.50)
Language-Spanish
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Bilingual Education, *Childrens Books, Cultural Awareness, Elementary Education, Grade 2, *Instructional Materials, Language Instruction, Language Programs, Primary Education, *Reading Instruction, *Reading Materials, Reading Programs, *Spanish, Supplementary Reading Materials

The Spanish reader, which has an accompanying workbook and teacher's guide, is the second in a series of readers designed for second grade supplementary Spanish reading instruction. The book contains eight stories, each about fifteen pages long. The first four have cultural themes and the last four, animal themes. There are black and white illustrations on almost every page. (SB)

ED 163 787 FL 009 891

Ridgley, Marlene

Folk Tales: Getting to Know Southeast Asia. Southeast Asia Curriculum Series, No. 1.

Ohio Univ., Athens. Center for International Studies.
Pub Date-78
Note-137p.

Available from-Southeast Asia Outreach, Southeast Asia Studies Program, Ohio University, 56 E. Union St:, Athens, Ohio 45701
EDRS Price MF-S0.83 HC-S7.35 Plus Postage.
Descriptors-*Asian Studies, Bibliographies, Biology, Burmese Culture, Cultural Awareness, *Cultural Education, *Curriculum Guides, Elementary Education, *Folk Culture, Geography, Indochinese, Instructional Materials, *Legends, Non Western Civilization, Religion, Resource Materials, *Social Studies
Identifiers-*Asia (Southeast), Burma, Indonesia, Malaysia, Philippines, Thailand, Vietnam

A teaching/learning plan designed to provide the elementary classroom teacher with an overview of the geography, environment, culture, and people of Southeast Asia includes five sections on the following subjects: geography, animals, plants, social roles and occupations, and religion. Through the use of folk tales from each of six Southeast Asian countries, the class becomes involved in each subject and learns how to verify information, draw proper conclusions, and synthesize data from various sources. Each child reads folk tales with the object of extracting data relevant to the subject areas. This information is substantiated and enlarged upon when the child further researches the subject in reference sources. After this research experience, the class, either as individuals or in groups, proceeds to other exercises to deepen its knowledge of the subjects. The countries studied are Burma, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. The teaching/learning plan of activities, content, objectives, evaluations, and questions is in the basic format that was developed and field-tested over a two-year period with sixth graders. A selected bibliography focuses on folk tales written for children, children's sources of information on Southeast Asia and specific countries, and general works that may be utilized by the teacher and children. (Author/SW)

ED 163 850 HE 010 664

Sprunger, Benjamin E. Bergquist, William H.
Handbook for College Administration.
Council for the Advancement of Small Colleges, Washington, D.C.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-78
Note-350p.
Available from-Council for the Advancement of Small Colleges, Suite 320, One Dupont Circle, Washington, D.C. 20036 ($15.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Organization, Administrative Personnel, Administrator Education, *Administrator Guides, Board Administrator Relationship, Chief Administrators, *College Administration, *College Planning, Committees, *Higher Education, Leadership, Leave of Absence, *Management, Models, Occupational Information, Personnel Policy, Personnel Selection, Presidents, Professional Training, Questionnaires, Teacher Administrator Relationship, Workshops
Identifiers-MODEL-NETICS, Professional Development
The result of two years of program experimentation, research, and writing, this handbook is the fourth in a series of practical guides for college faculty and administrators who wish to improve the quality of teaching, learning, and management in their institutions. In Chapter 1 the roots of modern management are traced back thousands of years and it is argued that management is an honorable and essential human enterprise. Principles of administration are discussed and collegiate administration is seen as a management process involving six key functions, which are systematically treated in the subsequent six chapters of the handbook. Chapter 2 provides a general perspective on institutional planning. In Chapter 3 the function of organizing is discussed, along with the factors that influence it, and the three basic organizations with which the chief administrative officer must work: the board of trustees, the administrative structure and the committee structure. Staffing is addressed in Chapter 4, including personnel planning, formulating job descriptions, locating candidates, and assessing and selecting applicants. Chapter 5 deals with the function of leading, and evaluating is the focus of Chapter 6. The handbook concludes in Chapter 7 with a statement about the vital role that developing professional, personal, and organizational skills can play in a comprehensive personnel program. Numerous practical suggestions for programming are offered. Appended are documents on career development leaves, discussions about work, a management development plan, administrative development workshop designs, and MODEL-NETICS: a management training program. (LBH)

ED 164 007 IR 006 824

A Trend Report on the Role and Penetration of Sesame Street in Ghetto Communities (Bedford Stuyvesant, East Harlem, Chicago and Washington, D.C.).

Yankelovich, Skelly and White, Inc., New York, N.Y.
Spons Agency-Children's Television Workshop, New York, N.Y.
Pub Date-Oct 78
Note-128p.; For related documents, see ED 122 819-821
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Childrens Television, Educational Television, Formative Evaluation, Interviews, *Longitudinal Studies, *Low Income Groups, *Minority Groups, *Parent Attitudes, Preschool Learning, Program Evaluation, Questionnaires, Tables (Data), *Television Surveys, Television Viewing

The primary objectives of this study were: (1) to determine the extent to which Sesame Street is continuing to reach underprivileged preschool children and to compare its current performance with data established in the previous studies conducted in 1970, 71, and 73; (2) to examine the relationship of Sesame Street to school age children by determining how many watch the program, and how that influences their younger siblings; and (3) to explore the attitudes and values of parents/caretakers to determine the factors which lead them to encourage their children to watch the program. Bedford Stuyvesant, East Harlem, Chicago's black ghetto area, and the inner city of Washington D.C. were the areas used for the distribution of the questionnaire designed to yield factual data about viewing habits, and attitudinal data based on verbatim opinions. A summary of the major findings and their implications, and the most significant findings with their supporting tables are reported in the first two sections. Verbatim quotes are included in the third, and the appendix describes characteristics of the respondents in each of the four areas studied. (JEG)

ED 164 067 JC 790 076

Collins, Dale

Directions for the Future: Summary of the Conference on Community Colleges-Community Schools (University of Oregon, July 24-28, 1978).

Pub Date-78
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Role, Community Colleges, *Community Development, *Community Education, *Conferences, Delivery Systems, Educational Objectives, Government School Relationship, *Junior Colleges, Program Descriptions, School Community Relationship

The Directions for the Future Conference focused on the roles, responsibilities, and challenges of developing a working relationship among community colleges and community agencies in realizing the total mission of education. The conference was co-sponsored by the American Association of Community and Junior Colleges and the University of Oregon's Northwest Community Education Development Center and the Center for Educational Policy and Management. Twenty-four states and five Canadian provinces were represented. Paul Tremper, Executive Director of the National Community Education Association, gave the keynote address and spoke on the passage of the first federal community education act in 1974 and the growth of programs in the past ten years. A second session concerned the background and present status of community colleges. The third general session included a description of the establishment and expansion of community education in the Clackamas Community College District, a national perspective of community college-community school cooperation, and individual presentations by four model community colleges. In the fourth general session, representatives from nine state departments of education spoke on state policies, funding, and commitment to community education. A fifth session dealt with federal concerns in implementing community education. Administrative charettes'' were also held. (MB)

ED 164 105 PS 010 288

Alonso, Lou And Others

Mainstreaming Preschoolers: Children with Visual Handicaps. A Guide for Teachers, Parents, and Others Who Work with Visually Handicapped Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31112
Pub Date- 78
Contract-105-76-1139

Note-134p.; For related documents in this series, see PS 010 286-293; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00030-8, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Child Development, Handicapped Children, *Instructional Materials, Learning Activities, *Mainstreaming, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, Teacher Role, Teaching Guides, *Visually Handicapped
Identifiers-*Project Head Start

This guide to mainstreaming visually handicapped preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and possible resources she can tap for assistance with a handicapped child are listed. Chapter II provides a definition of visual handicaps and discusses problems in diagnosis and referral of visually handicapped preschoolers. An observational checklist for diagnosis and general guidelines on referral are included. Chapter III discusses how visually handicapped children function in various areas of development; self-concept, motor skills, self-help skills, cognitive skills, language and speech skills and social skills. Chapter IV focuses on specific aspects of mainstreaming visually handicapped children such as planning, physical setting and classroom facilities, general teaching guidelines and specific teaching techniques and learning activities. Chapter V describes how parents and teachers can work together as partners, while chapters VI and VII provide information on possible resources and sources of help, professional and otherwise. Notes on screening and diagnosis are appended. (CM)

ED 164 145 RC 010 485

Kirkness, Verna J.

Manitoba Native Bilingual Program: A Handbook.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date-76
Note-30p.; Formerly known as Native Language Instruction Pilot Project
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-American Indians, Arithmetic, *Bilingual Education, Canada Natives, Communication Skills, Concept Formation, Cultural Education, Curriculum, Elementary Education, *Elementary School Curriculum, *English (Second Language), Language Arts, Language Handicaps, *Pilot Projects, Program Evaluation, *Second Language Learning, Self Concept
Identifiers-*Canada Native Education, *Manitoba

Aims, design, curriculum materials, and evaluation results of a bilingual education pilot project which began in 1971 in several Manitoba schools are presented in this handbook. Designed to instruct native children in their own language, the project was begun to combat high failure and dropout rates among native children being taught wholly in English. The handbook outlines the language shift pattern used during the five-year period from kindergarten one to grade three, beginning with total instruction in the native language and ending with all instruction in English except for a time space allotted for teaching of the native language as a second language. Brief descriptions of the approach used for each year are given, along with a listing of curriculum materials developed to meet the needs of native children as they relate to language and cultural heritage and those commercially developed materials which were also used. Results of an evaluation made during the fourth year of the pilot project are given, showing that attitudinal and self-concept scores were higher for pilot schools and that instructing English as a Second Language is as effective as a total English immersion program. The handbook contains a list of the Manitoba pilot schools and of other information available about the bilingual program. (RS)

ED 164 163 RC 010 874

Rural Sociology in the South, 1978. Proceedings of 1978 Annual Meeting of the Southern Association of Agricultural Scientists, Rural Sociology Section (Houston, Texas, February 5-8, 1978).

Southern Association of Agricultural Scientists. Rural Sociology Section.
Spons Agency-Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.
Pub Date-Feb 78

Note-566p.; Parts may be marginally legible due to small print
EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors-Agricultural Colleges, *Area Studies, Community Development, *Community Satisfaction, *Conference Reports, *Depressed Areas (Geographic), Occupational Choice, *Rural Areas, *Southern States, Status, Urban Culture
Identifiers-Occupational Prestige, *Rural Sociology, Southern Association of Agricultural Scientists, Southern Regional Project S-114, Southern Regional Project S-120, Status Attainment

The 1978 annual meeting featured 60 papers in 15 subject matter sessions. Authors were primarily from the South, but senior authors from Kansas, New Mexico, and New York also presented papers. Session A, the plenary session, included three papers on contributions of multidisciplinary research to university research and public service programs. Subject matter and number of papers presented in the other sessions were: B. Occupational Prestige (2 papers); C. Status Attainment (3 papers); D. Rural and Urban Culture (1 paper); E. Rural Poverty (3 papers); F. Community Satisfaction (4 papers); G. Occupational Choices (3 papers); H. Community Development (3 papers); I. Demography and Ecology (2 papers); J. Methodology (2 papers); K. Agricultural Institutions (2 papers); L. Rural Institutions (4 papers); M. Extension Sociology (4 papers); N. Potpourri (2 papers); O. Southern Regional Project S-114 (1 paper on "Students enrolled in Colleges of Agriculture at Southern Land Grant Universities: A Preliminary Overview"); and P. Southern Regional Project S-120 "Social Organization for Development of Low Income Rural Counties" (5 papers). This document includes the papers given, history and operating procedure of the Rural Society section, minutes of 1977 and 1978 annual meetings, and a list of all known conference participants. (DS)

ED 163 934 IR 006 478

Gothberg, Helen M.

Training Library Communication Skills: Development of Three Video Tape Workshops. Final Report.

Arizona Univ., Tucson.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Pub Date-Nov 77
Grant-G0007603016
Note-41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Case Studies, *Communication Skills, Educational Games, Instructional Media, *Interpersonal Relationship, *Librarians, Media Selection, Role Playing, Teaching Methods, *Videotape Recordings, Workshops
Identifiers-Immediacy, *Reference Interview

The development and evaluation of materials for a series of three workshops designed to increase the interpersonal communication skills of the librarian during the reference interview are described. The completed package for this project, "Librarians Communicate," consisted of a three-part 51-minute videocassette tape and a 50-page instruction manual. This report includes the background literature on which some decisions were based, as well as the instructional design plan and strategies used for needs assessment, objective setting, media selection, presentation strategy selection, field testing, and evaluation. Discussions of the testing and evaluation results and limitations of this study are included, and further research into types of instructional materials is recommended. A 24-item bibliography and copies of the product verification instruments are provided. (JVP)

ED 163 983 IR 006 669

Hersey, John
Additional Views on Computer Software.
Pub Date-78
Note-36p.; For related documents, see IR 006 660 and 669-671
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Programs, Constitutional Law, *Copyrights, Data Bases, Federal Government, *Federal Legislation, Government Role, Legal Problems, Models, *Planning Commissions
Identifiers-Commission on New Technological Uses, *Computer Software
Arguments presented against securing computer programs by copyright are centered on the question of whether computer programs qualify under the U.S. Constitutional meaning as "works of authorship," which may be protected by copyright. The possibility that the protection of computer programs by copyright might have an undesirable impact on the national culture is suggested, and the National Commission on New Technological Uses of Copyrighted Works (CONTU) is urged to consider whether any additional protection for programs is in fact needed. If CONTU decides that it is, an alternative form of protection outside copyright is recommended; a tentative draft of a statute for such protection of computer software is attached. (CMV)

ED 163 768 FL 009 846

A Selected Bibliography of Dictionaries. General Information Series, No. 9. Indochinese Refugee Education Guides. Revised.

Center for Applied Linguistics, Arlington, Va.
Pub Date-Oct 78
Note-9p.; For related document, see ED 116 492
Available from-National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free).
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, *Cambodian, *Dictionaries, *English (Second Language), French, Glossaries, Indochinese, *Lao, Refugees, Second Language Learning, *Vietnamese, Vocabulary
Identifiers-Hmongs, Khmer

The purpose of this bulletin is to provide the American teacher or sponsor with information on the use, limitations and availability of dictionaries that can be used by Indochinese refugees. The introductory material contains descriptions of both monolingual and bilingual dictionaries, a discussion of the inadequacies of bilingual dictionaries in the areas of meaning, equivalence and grammar, and advice on choosing a dictionary. The annotated bibliography includes 16 bilingual dictionaries and glossaries in Vietnamese, Cambodian, Khmer, Lao, Meo, Hmong and English; one in Vietnamese, English and French; one in Hmong and French; and two monolingual English dictionaries for ESL students. A list of publishers' addresses is appended. (AMH)

ED 163 889 IR 004 875

Pownall, David E.
A Critique of Books for College Libraries, 2d ed.
Mountainside Publishing Co., Boulder, Colo.
Pub Date-77
Note-49p.
Available from-The Journal of Academic Librarianship, P.O. Box 3496, Boulder, Colorado ($2.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Analytical Criticism, Bibliographies, Books, *College Libraries, *Evaluation, Humanities, *Library Collections, Literature, Natural Sciences, Reference Materials, Social Sciences, *Undergraduate Study
The second edition of "Books for College Libraries," a six-volume work listing 38,651 titles is flawed, although it shows merit, and should be useful. Quality of selections and coverage range from good through excellent to superb. The primary flaws relate to the quality and extent of selections, particularly for such disciplines as history and literature; too few selections have been made among publications which appeared from the mid-60s through the early 70s. The use of strict LC Classification order makes the work difficult to use as a bibliography. The evidence suggests that even a very tightly constructed list should have rounded out at more than 50,000 titles to provide an adequate basis of support for current college curricula. This edition has also attempted breadth rather than depth with extensive coverage of areas not commonly taught in liberal arts colleges. New and useful features include the provision of complete cataloging and classification information, and the availability of all titles listed on MARC tapes and in the OCLC data base. The author and title indexes are also practical and useful. A separate bibliography of over 200 new, additional, misclassed, or superceded titles appears at the end of this critical essay. (Author/MBR)

ED 163 960 IR 006 598

Bulletin Board Ideas.
Kentucky State Dept. of Education, Frankfort.
Pub Date-78
Note-82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Bulletin Boards, Design Crafts, *Elementary Education, *Guides, *Resource Materials

This compilation of ideas submitted by Kentucky teachers includes over 100 8-1/2 x 5 black and white designs for bulletin board displays, as well as a list of suggested materials, design tips, special techniques, and a bibliography of ERIC articles and documents. Subject areas covered include language arts, reading and library, math, social studies, science, health and safety, music and art, human growth and development, and career education. Seasonal and back to school/last day of school designs are also provided. (RAO)

ED 164 124 PS 010 321

Marbach, Ellen S. Yaukey, Thomas Daniels
Role Play in Nutrition Education for the Young Child.
Pub Date-78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum, *Early Childhood Education, Fantasy, *Models, *Nutrition Instruction, *Role Playing, Social Relations, *Teaching Methods
Identifiers-*Nutrition In A Changing World
The Curry and Arnaud model for role playing is described and discussed as it relates to nutrition education for young children. The components of the model are: (1) developing the role, (2) using thematic content, (3) displaying feelings (in socially acceptable ways), (4) distinguishing between reality and fantasy, and (5) forming interpersonal transitions. To exemplify each component of the model, specific examples of activities from "Nutrition in a Changing World," a new curriculum developed by nutritionists and educators at Pennsylvania State University, are given. Role play is briefly discussed as a valid technique for teaching nutrition to young children. (Author/SE)

ED 163 811 FL 009 938

Bearne, C. G., Ed. James, C. V., Ed.

Modern Languages for the 1980s. Report of a Colloquium held at the University of Sussex.

Centre for Information on Language Teaching, London (England).; Sussex Univ. (England).
Pub Date-Nov 76
Note-28p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Conferences, Enrollment Trends, Language Enrollment, *Language Instruction, *Language Programs, *Modern Language Curriculum, Modern Languages, Postsecondary Education, Secondary Education, Second Language Learning, *Teacher Workshops, Teaching Methods, Uncommonly Taught Languages

This report presents the conclusions and recommendations of a residential colloquium concerning modern languages for the 1980's, attended by 70 representatives of various sectors and levels of the educational system. The colloquium was a response to widespread concern about the crisis in language learning in the United Kingdom. The colloquium combined sessions designed to establish the present state of modern language study, with the activity of six separate working parties proposing concrete solutions relating to specific areas of the problem. It was recognized that language teaching today is affected by many unplanned and unforeseen complications resulting both from changes in the structure of education and from developing teacher techniques. It was noted that some of the practices that have been used during the past decade appear to have little theoretical justification. (NCR)

ED 163 831 HE 010 165

Eddy, Margot Sanders
Part-Time Students.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-5p.; Marginally legible due to small print
Available from-Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Organization, Ancillary Services, *College Students, Continuous Learning, Declining Enrollment, *Educational Change, Educational Economics, Educational Finance, Educational Policy, Educational Programs, Futures (of Society), *Higher Education, Literature Reviews, *Nontraditional Students, *Part Time Students, Policy Formation, Student Characteristics, *Student College Relationship, Student Needs, Student Personnel Services, Student Recruitment, Teaching Techniques
Identifiers-Information Analysis Products
In recent years changes in the constituency of higher education have been characterized by a substantial increase in the number of students attending college less than full-time. As a consequence the once sharp distinctions between youth and adult students, campus and extension education, and traditional and nontraditional clients are giving way to recognition of greater heterogeneity in student populations. The growth in the number of part-time students has been advantageous in a time of declining full-time enrollments. At the same time, the trend has caused concern and some changes in several areas of higher education, including institutional finance, student recruitment, academic programs, teaching, support services, and student participation in campus activities. As a result, policies for this new majority in higher education will be shaped in the forseeable future by very different and more changeable social and educational priorities, requiring much more flexibility in higher education, even from year to year. (Author/MSE)

ED 163 869 HE 010 719

Meyerson, Martin Winegrad, Dilys Pegler
Gladly Learn and Gladly Teach. Franklin and His Heirs at the University of Pennsylvania, 1740-1976.
Pub Date-78
Note-262p.
Available from-University of Pennsylvania Press, Inc., Philadelphia, Pennsylvania 19104 ($14.00)
Document Not Available from EDRS.
Descriptors-College Role, Departments, *Educational History, Educational Philosophy, *Higher Education, *Historical Reviews, *Leadership, Postsecondary Education As a Field of Study, *State Universities
Identifiers-*University of Pennsylvania
Essays on the history of the University of Pennsylvania are presented in this book. They are grouped according to four main periods since the university's founding. After an introduction to the community of which the university has always been a part, focus is on the eighteenth century collegiate departments. In the nineteenth century, while the university remained small, its early scientific bent was reinforced by the prominent scientists of the faculty. The transition to the recognizably "modern" university with changes in educational philosophy as well as the introduction of new programs is described in association with the leaders who oversaw this period of change. Divisions of the university in the twentieth final section depicts the physical surroundings in which the university has final section depicts the physical surroundings in which the university has functioned. Full captions accompany the many illustrations. The medical school, women, biomedical research, economics and social thought in Wharton School, the law school, and architecture and design are among the specific topics addressed. Specific individuals discussed are: Benjamin Franklin, William Smith, John Morgan, Benjamin Rush, James Wilson, David Rittenhouse, Alexander Dallas Backe, Joseph Leidy, Charles Janeway Stille, William Pepper, Sara Yorke Stevenson, Alfred Newton Richards, Simon Nelson Pattern, Owen J. Roverts, Paul Philippe Cret, Louis I. Kahn, and Roy F. Nichols. (LBH)

ED 163 912 IR 006 384

Hayes-Roth, Frederick McDermott, John
Knowledge Acquisition from Structural Descriptions.
Rand Corp., Santa Monica, Calif.
Report No.-P-5910
Pub Date-Nov 76
Note-67p.
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Algorithms, Cognitive Processes, *Complexity Level, Componential Analysis, *Computational Linguistics, Computer Science, Concept Formation, *Inductive Methods, Models, Self Pacing Machines, *Task Analysis

The learning machine described in this paper acquires concepts representable as conjunctive forms of the predicate calculus and behaviors representable as productions (antecedent-consequent pairs of such conjunctive forms): these concepts and behavior rules are inferred from sequentially presented pairs of examples by an algorithm that is probably effective for a wide variety of problems. A method for inducing knowledge by abstracting such representations from a sequence of training examples is described. The proposed learning method, interference matching, induces abstractions by finding regional properties common to two or more exemplars. Three tasks solved by a program that performs an interference matching algorithm are presented. Several problems concerning the relational representation of examples and the induction of knowledge by interference matching are also discussed. The similarities between this task and other computer science problems are indicated, and directions for future research are considered. (Author/JEG)

ED 164 028 JC 790 032

Massey, T. Benjamin

Strategies for Improving Teaching: An Opening Address on the State of the Art.

Pub Date-10 Nov 78
Note-20p.; Paper presented at the State Board for Higher Education Conference on Good Undergraduate Teaching (Catonsville Community College, Maryland, November 10, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, *Effective Teaching, Instructional Innovation, Literature Reviews, Part Time Teachers, *Postsecondary Education, Student Evaluation of Teacher Performance, *Teacher Evaluation, *Teacher Improvement, *Teaching Methods

The question "what is good teaching" is answered variously by those that have a stake in the quality of undergraduate teaching. Students define good teaching in terms of the quality of their learning experience. Faculty define it in terms of learning outcomes. Administrators focus on efficiency, while members of the community focus on effectiveness in helping individuals function in adult society. Many investigations have tried to find out what constitutes effective and ineffective teaching, examining practices used in evaluating classroom teaching performance, the validity of student/course evaluations, factors that relate to ratings of teaching effectiveness, and outcomes measures. Studies have revealed that if teacher evaluations are to facilitate teaching improvement, the evaluations must supply faculty with useful information; faculty members must have better alternatives after evaluation; and faculty must be motivated to improve. Every five to ten years a new panacea guarantees good teaching; since the 1940's these have included student-centered teaching, programmed learning, humanistic education, computer-assisted instruction, Personalized System of Instruction, and mastery learning. Other emerging concerns are the effects of the use of teaching assistants and part-time faculty on teaching quality, and ways of measuring the knowledge and skills of graduates of institutions of higher education. (AYC)

ED 164 048 JC 790 055

Policies and Procedures Manual: WSRE Television.
Pensacola Junior Coll., Fla.
Pub Date-1 Jul 78
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrative Policy, Administrative Principles, *Broadcast Television, Community Colleges, Educational Television, *Junior Colleges, *Manuals, News Media, Personnel Policy, *Policy, *Programing (Broadcast), *Standards

The policies and procedures of television station WSRE which operates through Pensacola Junior College are outlined in this manual. The specific philosophy of the three programming approaches instructional television, news, and community affairs are defined. Programming policies are also enumerated for: commercial messages, fund raising, promotion of local programming, religion, solicitation of support, telecourses, and underwriting. All personnel policies of the college apply to staff and faculty employees of WSRE-TV; additional station policies were developed for checkout when leaving the station, job descriptions, and use of students. A broadcasting guide for news and public affairs focuses on specific issues related to ethics, confidentiality, style, timeliness, and technical standards. Duties of a producer, director, and production engineer are delineated, as well as standards for remotes, set design, and construction. Guidelines for student internships are provided and a sample of the intern agreement is included. An appendix contains an outline of the Federal Communications Commission fairness doctrine and equal time provision. (MB)

ED 164 087 PS 010 246

Iscoe, Louise And Others
Health Precautions. Child Health and Safety Series (Module II).
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-62p.; For related documents, see PS 010 241, PS 010 248, and PS 010 252-56
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Care Centers, *Child Care Workers, Dental Health, Family Day Care, *Health Education, *Health Guides, Identification, *Instructional Materials, Postsecondary Education, Preschool Teachers, Recordkeeping

This manual for child care personnel in day care homes and centers provides guidelines on developing and maintaining health records and permission forms, establishing daily cleanliness routines, making daily health checks, and conducting periodic screening to identify children with problems requiring professional help. Section I focuses on recording information on immunizations, health examinations and emergency procedures and obtaining medication and travel permissions. Sample forms are included. Section II deals with toileting and washing routines, precautions with food, and dental care. In Section III a daily health check for each child is recommended. Section IV provides guidelines for periodic screening for health, visual, hearing, speech, motor, behavior and learning problems. Checklists are provided to guide observations in each problem area, and referral procedures are indicated. Section V lists local, regional and national agencies from which information and resources may be obtained. (A slide/sound presentation and pamphlets were produced in conjunction with this manual.) (RH)

ED 164 182 RC 010 997

Murdock, Steve H.

Ecological Factors in Migration in Nonmetropolitan Counties, 1950-1970.

Pub Date-78
Note-37p.; Paper prepared for Annual Meetings of the Rural Sociological Society (San Francisco, California, August 30-September 3, 1978) ; Appendix marginally legible due to light print; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Age Groups, Demography, *Ecological Factors, Ecology, Employment Statistics, Factor Analysis, Longitudinal Studies, *Migration Patterns, *Research Methodology, *Rural Areas, Rural Environment, *Rural Population, Statisticai Analysis, Suburbs
Identifiers-Nonmetropolitan Areas

To determine the dominant ecosystem types in nonmetropolitan counties and the role of ecological factors in determination of levels of total and age-specific migration patterns within nonmetropolitan areas and ecosystem types for 1950-60 and 1960-70, 30 ecological variables representing POET concepts of population, organization, environment, and technology were used in analyses. Data were classified for the two time periods by age (persons 25-29 and 20-29) and various ecosystem types (for example, small city or suburban manufacturing and trade centers; large, low density mining and manufacturing centers; basic agriculture; rural service centers). Results indicated that a wider range of ecological variables influenced migration patterns over time; effects of ecological factors on migration were significant at both points in time; ecosystem subgrouping increased ability to understand migration patterns; ecological effects were not age specific; variables with direct relationships to total rates showed inverse relationships to age-specific rates; and importance of economic organization indicators decreased while environmental factors increased. Delineation of ecosystems first in examining ecological patterns was supported by the significantly greater percent of variation explained in ecosystems than in the total nonmetropolitan population migration rates, and by variations in types of variables that were significant in different ecosystems. (RS)

ED 164 201 RC 011 027

Promises to Keep: The Continuing Crisis in the Education of Migrant Children.

National Child Labor Committee, New York, N.Y.
Pub Date-Jan 77
Note-62p.; Not available in hard copy due to the Committee's preference
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, *Accountability, Educational Finance, *Equal Education, *Federal Legislation, Federal State Relationship, *Migrant Child Education, Migrant Workers, Parent Participation, Power Structure, *Program Administration, Program Coordination, *Program Effectiveness, Self Concept, Social Discrimination, State Federal Aid, Student Records, Transfer Students, Transient Children
Identifiers-*Migrant Student Record Transfer System

Because the 1966 Programs for Migratory children amendment to Title I of the Elementary and Secondary Education Act has been improperly implemented and systematically subverted, and standards of administration and accountability have been disregarded, equal educational opportunity for migrant children is still not a reality. There are inherent difficulties in the multilevel administrative structure composed of the U.S. Office of Education, the state education agencies, and the local education agencies. Each level has its own responsibilities to the Title I system. In addition to the problems of federal staffing shortages, inordinate amounts of paperwork, funding competition and mismanagement at all levels, abuses of the Migrant Education Program are rampant in many other areas. There are bureaucratic tangles, difficulty in determining eligibility for migrant programs, inconsistent and incomparable evaluation standards, misapplication of funds, little appropriate teacher training, lack of emphasis on preschool and parent programs, and a tendency to hide the truth from the public. Responsibility for this failure rests on Congress, the Office of Education, and state and local education agencies. Congress must hold hearings to develop a plan for legal compliance and amend the Act to assure maximum service to migrant children. (SB)

ED 164 220 RC 011 057

Report of the Select Committee on Indian Affairs to the National Congress of American Indians (at) Rapid City, South Dakota.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-Sep 78

Note-7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*American Indians, Child Welfare, Education, *Federal Legislation, Governance, Hawaiians, Land Use, Legal Responsibility, Needs Assessment, Program Evaluation, Religion, *Reservations (Indian), *Self Determination, *Tribes, Water Resources

Identifiers-American Indian Education, *Federal Indian Relationship, *Land Claims, Tribal Government, Tribal Recognition, Trust Responsibility

A brief summary of activities of the Senate's Select Committee on Indian Affairs from April 1977 to September 1978 is presented in this report along with a status report on more than 30 of the bills which have been referred to the committee (James Abourezk, chairman). The status report on bills is organized under these headings: jurisdiction and child welfare; jurisdiction tribal-state relations; education community colleges; religious freedom; self-determination consolidated grants; federal administration program evaluation and needs assessment; Indian claims (statute of limitations; Wichita Tribe claims); eastern land claims (Narragansett; Mashpee Community; Passamaquoddy and Penobscot); Indian trust information protection; water (five Arizona tribes; Ak-Chin Indian community); Arkansas River Bed (Choctaw, Chickasaw, and Cherokee); restoration of tribes to federally recognized status (Siletz, Wyandotte, Ottawa, Modoc, and Peoria); acknowledgement of previously unrecognized tribes (Pascua-Yaqui); Hawaiian natives education; land transfer legislation (Ely Indian Colony, Zuni, Te-Moak, Paiute and Shoshone of Fallon Indian Reservation, Creek, Cheyenne-Arapaho, Zia Pueblo, Santa Ana Pueblo, and Papago Florence Village); Navajo-Hopi Relocation Commission; committee action of bills before other committees on education (amendments to Indian title of ESEA) and jurisdiction (criminal jurisdiction). (RS)

ED 164 238 RC 011 087

Noche del Sol. Que Bonito Es Leer, II. Libro III. Guia Para el Maestro (Night of the Sun. How Nice Reading Is, II. Book III. Teacher's Guide).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 78
Note-139p.; For related documents, see ED 149 642 and RC 011 088-089 ; Parts may not reproduce clearly due to light type
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (340-5, $4.50)
Language-Spanish
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Bilingual Education, Course Objectives, Educational Games, Educational Objectives, Elementary Education, Grade 2, Grammar, Instructional Materials, *Language Instruction, Language Programs, *Lesson Plans, Primary Education, *Reading Instruction, Reading Programs, Reading Skills, *Spanish, *Teaching Guides, Teaching Methods, Vocabulary

The Spanish language teacher's guide is part of the third level of a series of supplementary materials designed for teaching second grade reading in Spanish. The manual is a detailed guide to the use of the reader and workbook of the same title. It contains an explanatory introduction and an extensive list of objectives, for each of the five to eight lessons in each of the eight units, chosen to further the development of the child's reading skills. The manual contains complete lesson plans for each lesson, noting materials needed, teaching procedure, appropriate questions, exercises and answers. Learning activities include questions and answers, drawing, games, dictionary practice, spelling and pronunciation exercises, vocabulary exercises, syllabification, and grammar exercises. Each unit is designed to be completed in about five forty-minute class periods, with additional time for review. An illustrated glossary with sample sentences for each new word completes the manual. (SB)

ED 163 788 FL 009 898

Conklin, Mildred Murphy, Stephen
Total Immersion Camping.
Pub Date-76
Note-14p.; Part of this article appeared in "Foreign Language Annals," v9 n5 1976 and is reproduced with the permission of the publisher
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Camping, Enrichment Activities, High School Students, *Immersion Programs, *Language Instruction, Learning Activities, Learning Experience, Program Development, *Program Planning, Secondary Education, *Second Language Learning
A total immersion program at North Rose-Wolcott High School, Wolcott, New York, involves speaking in the target language over a period of hours or days, the assistance of at least one fluent speaker for each six students, and a planned schedule of activities. Programs have varied from activities at the home of a teacher, all-day interaction at school with students from other high schools, an annual overnight in the school, and a weekend at an established camp. All activities have been successful and have led to increased comprehension, fluency, and feeling for the language. Preparations necessary for total immersion camping are outlined. The following sample materials for carrying out the plans are included: preliminary proposal for the administration and Board of Education, letter to families of students, schedule of events, games, list of what to take, contract, and followup report to the Board of Education, 1974. (SW)

ED 163 935 IR 006 479

Regazzi, John J.

Indexing and Online Searching of Multi-Purpose Textual Databases: Conflict or Confluence?

Pub Date-Jun 78
Note-17p.; Paper presented at the Annual Meeting of the Special Libraries Association (Kansas City, Missouri, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cost Effectiveness, *Data Bases, *Indexing, *Information Retrieval, Information Storage, Permuted Indexes, *Relevance (Information Retrieval), Search Strategies, Thesauri, Vocabulary
Identifiers-Foundation Directory, Foundation Grants Index

The indexing and online searching of data bases have both conflicting and complementary structures, determined in part by the choice of indexing language. In the planning of a machine readable system, the Foundation Center, administrator of two data bases, initially chose a natural language for the lower cost, more rapid implementation, and greater efficiency than that of a controlled vocabulary. However, the input cost minimization afforded by the natural language alternative may result in cost shifting rather than reduction by increasing the cost of searching. Searchers also found the use of natural language undesirable due to the imprecision of the language, existence of many synonymous terms, and the difficulty of transfer of search strategies across systems. The decision was made to construct and initiate a controlled vocabulary index. The process of descriptor compilation and validation included rank ordering of present free-text descriptors' frequency, identification of synonyms, identification of relationships (e.g., broader term, narrower term), expert validation, classification of related trees, and construction of the thesaurus review process. (JVP)

ED 163 961 IR 006 599

Bozeman, William C.

An Investigation of Psychological Typology as an Intervening Variable in the Implementation of a Computer Managed Instruction System. Technical Report No. 454.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Contract-NIE-G-78-0117
Note-211p.; Appendices are minimally legible due to size of type; For WIS-SIM Manuals, see ED 156 135-136
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Computer Managed Instruction, Educational Research, *Individualized Instruction, Individual Psychology, *Management Information Systems, On Line Systems, Personality, Program Effectiveness, *Psychological Patterns, Questionnaires, Statistical Analysis
Identifiers-Myers Briggs Type Indicator, Wisconsin System for Instructional Management

This study explores the relationships between psychological types of users as identified by the Myers-Briggs Type Indicator and factors associated with the implementation and utilization of the Wisconsin System for Instructional Management (WIS-SIM), a computer management information system designed to support management processes in individualized programs of instruction. A theoretical framework and orientation to the study is given, highlighting developments in computer technology and in management information systems. An overview of the WIS-SIM is included, as are the study's significant contributions and its weaknesses. The research design, methods of measurement, and types of analysis employed are detailed, and an analysis of the data and a summary of the study are also provided. Appendices include the Myers-Briggs Type Indicator, as well as questionnaires and forms used in the study. (Author/RAO)

ED 163 984 IR 006 670

Report of the Data Base Subcommittee to the National Commission on New Technological Uses of Copyrighted Works.
National Commission on New Technological Uses of Copyrighted Works, Washington, D.C.
Pub Date-77
Note-20p.; For related documents, see IR 006 660 and 669-671
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Advisory Committees, Constitutional Law, *Copyrights, *Data Bases, Federal Government, *Federal Legislation, Government Role, *Legal Problems, Planning Commissions, Technological Advancement
Identifiers-Commission on New Technological Uses, *Computer Software

The agreement of the National Commission on New Technological Uses of Copyrighted Works (CONTU) with the legislative intent of the new copyright law, which accords copyright protection for computer data bases equivalent with the protection accorded compilations in traditional hard-copy format, includes several problem areas: (1) What copyright consequences attach to the "input" into a computer of a copyrighted work? (2) What rights does the proprietor of copyright in a data base have in regard to the use of extracts provided in response to authorized searches or inquiries made of the data base? and (3) What constitutes publication of a data base, and what legal consequences attach to such publication? Appropriate registration and deposit requirements should be adopted by the Registrar of Copyrights consistent with the statutory discretion vested in that official, to permit and encourage the registration and periodic updating of identifying material rather than actual duplicate copies of data bases. (Author/CMV)

ED 164 008 IR 006 825

Graduate Degree Programs in Instructional Technology, 1978-79.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date-78
Note-149p.
Available from-Publications Department, Association for Educational Communications and Technology, 1126 16th Street NW, Washington, D.C. 20036 ($3.50 for members, $4.50 for non-members)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Directories, Educational Facilities, *Educational Technology, Faculty, *Graduate Study, Higher Education, *Instructional Programs, Media Specialists, *Professional Education, Program Content, Universities

This directory of programs updates earlier studies and provides a comprehensive source for persons interested in instructional technology careers. Sixty-one institutions responded to surveys which were sent to the president of each state instructional technology association affiliated with AECT, each program identified in the 1969-71 study, and all State Departments of Education. The description of each program includes the name and enrollment of the university, program title, department, school or college, degrees offered, full time faculty, administrators, laboratory facilities, graduate assistants, state certification, courses, and a summary of the program. (JEG)

ED 164 068 JC 790 077

Gibson, Kenneth

Can Student Learning Be Used to Evaluate College Teaching?

Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Administrator Attitudes, College Faculty, Community Colleges, *Effective Teaching, *Evaluation Criteria, *Junior Colleges, Learning, Teacher Attitudes, Teacher Characteristics, *Teacher Evaluation, Teaching Methods

The major problem faced by those who would evaluate teaching has been the difficulty of defining teaching effectiveness or establishing criteria for measurement. Traditionally, evaluations have focused on teacher performance in the classroom or on teacher traits as the criteria of effectiveness. However, previous studies have indicated that learning can occur in the presence of different teacher traits (warm'' or cold'', authoritarian'' or permissive'') and as a result of various methods (lecture, group discussion, or no teaching activity at all). Hence, the literature has promoted evaluation based on a teaching-learning'' paradigm which requires that teaching be defined as the activity which causes learning. A previous study, conducted by the author and based on questionnaires sent to 933 full-time faculty and administrators in nine randomly selected Illinois Public Community Colleges, indicated that though teacher performance was ranked as the number one basis for evaluation, 59% rated student learning as the best single indicator of teaching effectiveness. However, these same respondents also indicated that they believed that there was a connection between student learning and teacher behavior and that effective teachers did things differently in the classroom than non-effective teachers. (MB)

ED 164 125 PS 010 325

The Development and Education of Children Outside the United States: An ERIC Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-400-78-0008
Note-26p.
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #180, $2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annotated Bibliographies, Children, *Child Welfare, Day Care Services, *Early Childhood Education, *Foreign Countries, Preschool Education, *Program Descriptions, Research

This abstract bibliography cites recent ERIC documents and journal articles concerned with the education and development of young children in countries other than the United States. Included are research reports, descriptions of programs and services, and government projects and policies relating to children's health, education and welfare. Entries include resumes from "Resources in Education" (RIE), 1975 through 1978, and citations from "Current Index to Journals in Education" (CIJE), 1976 through 1978. (Author/RH)

ED 164 146 RC 010 498

Fitzgerald, Ronald T.
Poverty and Education in Australia. Report of the Commission of Inquiry into Poverty in Australia December 1976. Document 31.
Australian Commission of Inquiry into Poverty, Canberra.
Spons Agency-Australia
Pub Date-Sep 77
Note-13p.
Available from-Australian Government Publishing Service, P.O. Box 84, Canberra, A.C.T. 2600 ($A7.80)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Access to Education, Ancillary Services, Career Education, Continuation Students, *Culturally Disadvantaged, Data Collection, Dropouts, *Economic Disadvantagement, *Educational Disadvantagement, Educational Finance, Elementary Secondary Education, Employment Qualifications, Information Dissemination, Migrant Education, Poverty Research, Rural Areas, School Community Relationship, School Personnel
Identifiers-Aboriginal People, *Australia, *Commission of Inquiry into Poverty in Australia
The Commission of Inquiry into Poverty in Australia investigated the relationship between poverty and education. Specifically, the Commission was concerned with cultural disadvantages among the poor, the poverty cycle, and adequacy of existing education and cultural services for the poor. The Commission maintained that improved education for disadvantaged minorities should accompany a redistribution of wealth, not be seen as a substitute for it. This document briefly summarizes perspectives of a larger report and lists specific recommendations covering: (1) unequal outcomes of schooling: collecting, monitoring, and disseminating data on level of schooling and earning power and occupation; (2) high risk children: schooling costs, dropouts, teacher training in literacy and numeracy skills, school health services, migrants (provision for bilingual education), rural education; (3) school policy: community involvement, teachers (training, appointment, promotion), support staff and services, curriculum and career education, career information; (4) learning and work: transition from school to work, unemployment reduction, job descriptions, adult education, migrants; (5) Aboriginals and education: administration, separate or integrated schools, training for non-Aboriginal and Aboriginal teachers, community involvement, flexible facilities, further research and data dissemination. (RS)

ED 164 164 RC 010 884

O'Leary, Jeanne M.

Effects of the Recent Recession on the Labor Force Participation of Nonmetropolitan Women.

Pub Date-Sep 78
Note-26p.; Not available in hard copy due to small print size of original document; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, September 1-3, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Cycles, Clerical Occupations, Demography, Economic Factors, Employment Opportunities, Females, *Industrialization, *Labor Force, Manpower Development, Policy Formation, Rural Development, *Rural Urban Differences, Service Occupations, *Working Women
Identifiers-*Nonmetropolitan Areas, *Recession

Expanding work opportunities, changing family structure, double digit inflation, and relaxed attitudes toward the appropriateness of women's work outside the home have contributed to increased labor force participation of women in recent years. Recent studies indicate that despite traditional attitudes ascribed to rural areas, trends in increasing labor force participation apply to nonmetro as well as to metro area women. To a large extent, growth in nonmetro women's labor force participation can be attributed to the increased number of manufacturing firms in rural areas. Although fluctuating within the recessionary period, labor force participation of both metro and nonmetro area women continued to increase from 1973 through 1976. It was, however, the differences between metro and nonmetro areas in patterns of and underlying reasons for fluctuations throughout the cycle which will be important to policy makers; the composition of both the labor force and the occupational and industrial distribution of opportunities determined the variations. Nonmetro areas have witnessed tremendous increases in the number of women employed, but these increases have resulted in greater concentrations of females in clerical, operative, and service related occupations, often thought of as "dead end" jobs. Without attention to job training and skills development, women may become more heavily concentrated in those jobs which are characterized by lower levels of pay and little chance for advancement. (BR)

ED 163 769 FL 009 848

de Beaugrande, Robert
Methodology and Technology in the Teaching of German.
Pub Date-May 76
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Techniques, Communicative Competence (Languages), Computer Assisted Instruction, Contrastive Linguistics, Elementary Secondary Education, *German, Higher Education, *Interference (Language Learning), Language Instruction, Language Patterns, Language Skills, *Language Usage, *Second Language Learning, Speech Habits, Standard Spoken Usage, *Teaching Methods

Some basic problems of current lower-division foreign language instruction are discussed from the standpoint of real-life language use, and specific measures for meeting some of the problems are suggested for learning German as a second language. Some of the significant discrepancies between the use of a language in real life and in the language class concern the following issues: the extent to which language use in the classroom is capable of transferral to real-life use; the role of the first-language habits and decoding strategies in second language learning; how to sequence and subdivide the presentation of learning tasks; the presentation of sentences in language exercises so that the context and situation of occurrence are known; the role of rules, non-logical criteria for the application of rules, and interference from the first language habits; and the personal nature of language use, which contrasts to the structuring and timing of study areas in the classroom. An adequate investigation of the difficulties for Americans learning German demands a detailed comparative description of the two languages. It would be desirable to coordinate foreign language with English instruction; illustrations of English and German sentences are presented. The advantages of computer-assisted instruction are outlined. (SW)

ED 163 851 HE 010 665

Miller, Jerry W., Ed. Mills, Olive, Ed.
Credentialing Educational Accomplishment. Report and Recommendations of the Task Force on Educational Credit and Credentials.
American Council on Education, Washington, D.C.
Pub Date-78
Note-255p.; For related document see HE 010 397
Available from-American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($16.50)
Document Not Available from EDRS.
Descriptors-*Achievement, Adult Students, Articulation (Program), Awards, Books, College Credits, Continuous Learning, *Credentials, *Credits, Employers, Experiential Learning, Higher Education, Measurement Instruments, Postsecondary Education, *Qualifications, School Industry Relationship, *Student Certification, *Student Evaluation, Student Mobility, Transfer Policy
Identifiers-Prior Learning
The Task Force on Educational Credit and Credentials of the American Council on Education undertook a two-year study to determine how postsecondary education's system for awarding credit and credentials can be changed or its adequacy improved to meet today's educational and social needs. This book sets forth the Task Force's report and recommendations for improving the quality of information conveyed by educational credit and credentials (credits, certificates, diplomas, and degree documents), their educational and social uses, and other uses they should encompass, such as: indicators of qualifications in the work setting, prerequisites to licensing, recognition of prior learning for educational credit, information for improved counseling, measures for faculty workloads and the need for funds, awards for educational and personal development conducive to lifelong learning. The book addresses three audiences: leaders of postsecondary institutions; policy-makers in educational associations, government, or foundations; and the users of educational credentials, such as employers. Analytical papers used by the Task Force are included for such areas as current practices, student mobility and transfer, competence, assessing learning, and administrative uses of credit. Contributors are John Harris, William Trout, Jonathan R. Warren, Richard L. Ferguson, Donald P. Hoyt, Robert Kirkwood, and John Folger. (LBH)

ED 163 890 IR 005 234

Vogel, Brenda

Inmate Informational Needs Survey. Final Report.

Maryland State Dept. of Public Safety and Correctional Services, Baltimore.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date-Feb 76
Note-74p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Data Analysis, Data Collection, Information Dissemination, *Information Needs, *Information Sources, Institution Libraries, *Needs Assessment, *Prisoners, Questionnaires, Surveys, Tables (Data)

A survey was conducted to identify the information needs of a five percent sample of men and women incarcerated in seven Maryland State Correctional Facilities for use in planning relevant library services to this population. Findings indicated a lack of basic information concerning rules for correct institutional behavior, with one third of the sample indicating that materials on rules were outdated, unintelligible, and inapplicable. While almost all inmates knew of the library, classes, classification counselors, and social workers, many found it difficult to communicate with staff regarding these information sources, and tremendous delays were reported on information requests and institutional feedback. Such delays led to more confusion, and less confidence, in staff and officials. Although access to libraries and classes is greater than to counselors and social workers, the former were criticized for not fulfilling information needs: the library lacked updated legal materials, law books, and academic reference materials. A strong desire was expressed for information concerning family services, including better communication linkages with families, information on available family service supports, and arranging for these services, as well as information, skills, and assistance with vocational planning and training. The questionnaire utilized for the survey and a tabulation of the responses are appended. (Author/MBR)

ED 163 913 IR 006 385

Ware, Willis H.
Computers and Personal Privacy.
Rand Corp., Santa Monica, Calif.
Report No.-P-5902
Pub Date-Jul 77
Note-10p.; Paper presented to the American Philosophical Society for Promoting Useful Knowledge (Philadelphia, Pennsylvania, April 22, 1977); For related document, see IR 006 386
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Civil Liberties, Confidentiality, *Electronic Data Processing, *Futures (of Society), Government Role, *Information Dissemination, Information Processing, *Privacy, *Public Policy
Privacy is an issue that arises from the intersection of a demand for improved recordkeeping processes, and computing technology as the response to the demand. Recordkeeping in the United States centers on information about people. Modern day computing technology has the ability to maintain, store, and retrieve records quickly; however, this system supports decisions made on highly personal issues. There is no right of ownership with regard to personal information, a situation which could pose many opportunities for unfairness, discrimination, and harm. The Privacy Act (PL 93-579) reflects the social expectations that (1) the individual will have some say in how information about him is used, (2) the individual will have some protection against unwarranted harm because of the functioning of some recordkeeping system, and (3) the individual has protection against unwelcome, unfair, or intrusive collection of information. Present laws which have come out of the Privacy Act include the Fair Credit Reporting Act, the Fair Credit Billing Act, the Equal Opportunity Employment Act, the Equal Opportunity Credit Act, and the Family Educational Rights Act. As the capability of computing technology and its ability to support the information demands of modern society are exploited, it must be done in such a way that the balance between all record systems and the individual is properly established. (JEG)

ED 164 049 JC 790 056

Poris, Marilyn Eskow, Seymour
The Impact of Rockland Community College on the Economy of Rockland County.
Rockland Community Coll., Suffern, N.Y.
Pub Date-Sep 78
Note-49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Faculty, *Community Benefits, Community Colleges, *Educational Economics, Educational Finance, Expenditure Per Student, *Expenditures, *Junior Colleges, Mathematical Models, Productivity
Identifiers-*Economic Impact Studies
A study to determine the economic impact of Rockland Community College on Rockland County used models based on four spending sources, the college as a corporation, the faculty and staff as private individuals, the students as private individuals, and visitors. Questionnaires were used to assess faculty and student monthly expenditures and amounts maintained in local banks. Other data considered were: expenditures to county vendors, compensation to faculty and students, payments from other than college operating funds, payments to government agencies, and bank balances for the student tuition account. The study revealed that the county contributed $2,637,000 to the college and the college then brought state money ($5,027,848), federal money ($1,062,194), and student tuition ($4,703,527) back into county circulation. Taking into account the multiplier effect of reinvested money, for each dollar the county contributed, ten dollars were returned to the local economy through direct college expenditures and purchases of individuals associated with the college. The total local economic impact generated by the college fell within 24 to 29.5 million dollars annually. Projections are included in the report for changes in enrollments (increases or decreases), for chargebacks caused by students going elsewhere, and for changes occurring if there were no college in Rockland County. (MB)

ED 164 106 PS 010 289

Liebergott, Jacqueline And Others

Mainstreaming Preschoolers: Children with Speech and Language Impairments. A Guide for Teachers, Parents, and Others Who Work with Speech and Language Impaired Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31113
Pub Date- 78
Contract-105-76-1139
Note-174p.; For related documents in this series, see PS 010 286-293 ; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00033-2, $3.75)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Child Development, *Handicapped Children, *Instructional Materials, *Language Handicapped, Learning Activities, *Mainstreaming, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, *Speech Handicaps, Teacher Role, Teaching Guides, Teaching Methods
Identifiers-*Project Head Start

This guide to mainstreaming preschoolers with speech and language impairments is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and possible resources she can tap for assistance with a handicapped child are listed. Chapter II describes various speech and language impairments (stuttering, chronic voice disorders and articulation problems), commonly associated handicaps, and ways to identify them in young children. Information on distinguishing between true speech and language impairments and simple differences in children's speech for referral purposes is included. Chapter III contains detailed information on the normal development of communication skills and explains how various communication disorders can affect the cognitive, social, motor, and communicative functioning, and the development of self-concept in 3- to 5-year-olds. Chapter IV focuses on planning, arranging classrooms and teaching mainstreamed children with speech/language impairments. Chapters V through VII describe parent-teacher cooperation and professional sources of help. Notes on diagnosis and screening are appended. (CM)

ED 163 789 FL 009 899

Teaching Materials for German: Course Materials for Adult Beginners and Self-Instruction in German. Teaching Materials Lists, 2nd Series.
Centre for Information on Language Teaching, London (England).
Pub Date-Sep 76
Note-34p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Students, *Annotated Bibliographies, Audiotape Recordings, Audiovisual Aids, *Autoinstructional Aids, Booklists, Educational Resources, *German, Independent Study, Individual Instruction, *Instructional Materials, *Language Instruction, Language Skills, Multimedia Instruction, Postsecondary Education, Secondary Education, Second Language Learning, Textbooks

This annotated bibliography describes materials for beginners over the age of about sixteen or for learners who will be teaching themselves. Materials presented in more than one medium are listed together with conventional course books in alphabetical order of author or editor, with a coded classification indicating their suitability by age and linguistic level. Materials suitable for teaching adult beginners are marked and those intended for self-instruction (including some of the marked items) are listed for a second time in a chart. This bibliography is designed to assist learners to select materials best suited to their needs and to the resources. The materials listed either were published in the United Kingdom or were published elsewhere but have a UK distributor. A price list for the publications is included. (Author/NCR)

ED 163 812 FL 009 939

Ingram, S. R.
Teaching Foreign Languages in Great Britain - Why?
Centre for Information on Language Teaching, London (England).
Pub Date-Apr 76
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Language Programs, Educational Objectives, *Educational Policy, Elementary Secondary Education, Higher Education, *Language Instruction, *Language Planning, *Language Programs, Language Teachers, Linguistics, Modern Language Curriculum, *Second Language Learning, Teacher Education, *Teaching Methods

A survey is presented of modern language teaching in Great Britain since the establishment of their Modern Language Association in 1893, with particular emphasis on developments during the past 20 years. The following topics are addressed: the influence of linguistic research on methodology, the situation in higher education and the schools, changing patterns in teacher education, and the reasons for teaching foreign languages in Britain. In universities, departments of linguistics and area studies were created and research centers were established. A revision of goals, content and methodology in primary and secondary education was necessitated by the decision in the early sixties to offer all secondary pupils equal access to education. Observations are made on different kinds of programs to meet student needs and on the optimum age for beginning foreign language study. In conclusion, it is noted that the value of foreign language study on all levels has been recognized although no clear working definition of aims and objectives for various ability levels has yet been achieved. (AMH)

ED 163 832 HE 010 193

Consultation for the Preparation of a Study on Access to Higher Education in Europe.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.-ED-78/WS/2
Pub Date-78
Note-184p.; Notes of a conference (Bucharest, Rumania, October 18-20, 1977); Text in English, French, and Russian
Available from-European Centre for Higher Education, 39 Rue Stirbei Voda, Bucharest, Rumania
Language-English; French; Russian
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Access to Education, Bibliographies, *College Role, Conference Reports, Educational Demand, Educational Policy, Educational Supply, Enrollment Trends, *Foreign Countries, *Higher Education, Research Projects
Identifiers-*Europe, Hungary, Netherlands, Rumania, Spain, Sweden, Turkey, United Kingdom, USSR, Yugoslavia

The European Centre for Higher Education organized a symposium in October 1977 to prepare a study on access to higher education in Europe. The purpose of the symposium was to pool suggestions for the plan and content of the proposed study and to examine possible methods of approach for certain problems that have recently arisen in the area of access to higher education in different countries. This volume contains all the documents prepared for the meeting. Part I contains the report of discussions and the working document prepared for the meeting; this part is in English, French, and Russian. The written contributions of the participants are gathered in Part II. The countries represented are Sweden, Rumania, Yugoslavia, the United Kingdom, Spain, Hungary, the Netherlands, Turkey, and the Soviet Union, and the presentations are in English or French. Part III contains a bibliography of 200 publications on access to higher education since 1973. (Author/MSE)

ED 163 870 HE 010 727

Seligman, Joel
The High Citadel: The Influence of Harvard Law School.
Pub Date-78
Note-261p.; Assisted by Lynee Bernabei, introduction by Ralph Nader
Available from-Houghton Mifflin Company, Wayside Road, Burlington, Mass. 01803 ($10.95)
Document Not Available from EDRS.
Descriptors-Admission Criteria, College Curriculum, *Competitive Selection, Educational Accountability, *Educational History, Faculty Recruitment, Grading, Graduate Study, Higher Education, Interviews, *Law Schools, *Lawyers, *Legal Education, Models, Student Placement, Teacher Role, *Teaching Methods
Identifiers-*Harvard Law School

The history of Harvard Law School, a modern critique, and a proposed new model for American legal education are covered in this book by a Harvard Law graduate. Harvard Law School is called the "high citadel" of American legal education. Its admissions procedures, faculty selection, curriculum, teaching methods, and placement practices have served as a model for the education of lawyers in the United States. Faculty and graduates of the school have also been politically influential. Drawing from hundreds of interviews with Harvard Law students and faculty, the growing doubts concerning the school's admissions and hiring policies, intense competition, teaching methods, and affinity with private law practice rather than public service are explored. The overriding concern is that the nation's law schools should encourage the democratic ideal of equal legal representation. A new model based on this ideal is proposed. In addition to interviews, data and opinions were developed from written sources, including the dean's reports, faculty reports, the school's newspaper and magazine, and secondary sources concerning legal education. The study was supported by Ralph Nader. Notes on sources are included. (SW)

ED 163 985 IR 006 671

Report of the Software Subcommittee to the National Commission on New Technological Uses of Copyrighted Works.

National Commission on New Technological Uses of Copyrighted Works, Washington, D.C.
Pub Date-77
Note-27p.; For related documents, see IR 006 660 and 669-671
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Advisory Committees, *Computer Programs, Constitutional Law, *Copyrights, Data Bases, Federal Government, *Federal Legislation, Government Role, *Legal Problems, Planning Commissions, Technological Advancement
Identifiers-Commission on New Technological Uses, *Computer Software

The Software Subcommittee of the National Commission on New Technological Uses of Copyrighted Works (CONTU) has proposed some changes in the new copyright law to provide specific protection for computer programs. The rationale for this recommendation includes (1) the necessity for some form of protection to encourage the creation and broad distribution of computer programs in a competitive market; (2) copyright protection is more uniform and cost effective than other forms of protection for intellectual property, e.g., trade secrecy; and (3) clarification of the rights of computer program copyright holders and potential users is needed. Legal implications of the proposed new Section 117 (to replace Section 117 of Title 17 as enacted) are discussed. (CMV)

ED 164 009 IR 006 826

Galey, Minaruth Grady, William F.
Guidelines for Certification of Media Specialists.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date-Apr 77
Note-86p.
Available from-Publications Department, Association for Educational Communications and Technology, 1126 16th Street NW, Washington, D.C. 20036 ($4.95 for members, $6.95 for non-members)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Accreditation (Institutions), Audiovisual Centers, *Certification, Educational Certificates, Educational Technology, Library Services, *Library Technicians, *Media Specialists, *Models, Qualifications, Resource Centers
Identifiers-National Certification Task Force
This certification model, which is a refined version of the 1974 AECT Certification Model, is directed to the needs of educational media specialists, their employers and educators, and to certifying and accrediting agencies that approve programs preparing educational media specialists. Included in the document are reports on accreditation and certification of audiovisual, educational media, and library personnel. Appendices detail guidelines for the certification of personnel in educational communications and technology, including a list of competencies for specialists and technicians in media management, media product development, and instructional program development. This report is designed to serve the professional needs of all educators concerned with the effective utilization of instructional resources. (JEG)

ED 164 029 JC 790 034

Bloom; Thomas A.

A Survey to Determine if Significant Differences Exist in the Scoring of Select Management Areas for Fast Food and Full Service Restaurant Managers by Two-Year Foodservice Management Students.

Pub Date-Aug 78
Note-25p.; Paper presented at the Annual Conference of the Council on Hotel, Restaurant, and Institutional Management Education, Inc. (33rd, Atlantic City, New Jersey, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Choice, Community Colleges, *Food Service Industry, Food Service Occupations, *Junior Colleges, *Management Education, *National Surveys, Occupational Aspiration, Role Perception, *Student Attitudes

A survey was conducted of students in 77 of the 144 two-year foodservice management programs in the United States to assess their knowledge of and attitudes toward fast food restaurant management as compared to full service restaurant management. A total of 1,403 students from 44 programs responded. Results indicated that the food service management students were of the opinion that full service restaurant managers receive higher salaries, work longer hours, experience more job satisfaction, have more job security, are in a more prestigious position, have more promotional opportunities, have more autonomy, and perform more difficult tasks than fast food service managers. Evaluation of the survey instrument also led to the conclusion that the fast food industry is not well-known among two-year foodservice management students and that fast food management careers hold little interest for these students. Appendices contain the survey instrument and a list of the two-year programs participating in the study. (MB)

ED 164 069 JC 790 078

Status Study of Oglala Sioux Community College.
Oglala Sioux Community Coll., Pine Ridge, N. Dak.
Pub Date-Sep 78
Note-117p.; Submitted to the North Central Association of Colleges and Secondary Schools; Some pages may not reproduce well due to lightness of type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-American Indian Culture, *American Indians, College Administration, College Curriculum, *College Planning, College Role, Community Colleges, Educational Objectives, Enrollment Trends, Ethnic Studies, *Institutional Characteristics, Institutional Research, *Junior Colleges, Program Descriptions, Reservations (Indian), School Community Relationship, Student Needs
Identifiers-Lakota, *Sioux (Tribe)

The initial section of this report, which presents the current status of Oglala Sioux Community College after eight years of development, focuses on the college's purposes and objectives. These include providing (1) the Oglala Sioux people with resources and personnel trained for the tribal communities' developmental needs; (2) the Lakota perspective as a discipline in itself; and (3) programs to raise the academic excellence of staff and students, while maintaining open enrollment and accessibility. Additionally, operational objectives are suggested for the transfer, community services, developmental education, and occupational functions of the college. Environmental factors are considered as they relate to college development; these include student characteristics, enrollment trends and projections, cultural factors, and current and future job opportunities. The college's organization and decision-making process is examined in terms of the role of the board of trustees and of district boards, the organizational structure of the college, course scheduling, and proposals for possible reorganization. Aspects of the instructional programs, including scope, purpose, goals, programs, demands for services, and staffing are presented for each department. Also described are the library services, financial resources and management, the physical facilities, faculty and staff activities, and planning for the future. (MB)

ED 164 088 PS 010 248

Iscoe, Louise And Others

When a Child is Sick or Hurt. Child Health and Safety Series (Module III).

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-34p.; For related documents, see PS 010 241, PS 010 246, and PS 010 252-56
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Care Centers, *Child Care Workers, Family Day Care, *Health Education, *Health Guides, *Instructional Materials, Postsecondary Education, Preschool Teachers, Recordkeeping, *Teacher Role

This manual for child care personnel in day care homes and centers provides guidelines on caring for sick children and emphasizes the importance of extensive detailed recordkeeping when a child is ill or injured. Signs and symptoms of illness are listed and appropriate responses are indicated. Immediate care procedures (separating the child from others, making the child comfortable, taking the child's temperature and notifying parents) are discussed and the importance of maintaining cleanliness in settings and among care providers in contact with ill children is emphasized. Emergency treatment is outlined and the importance of obtaining a prior legal agreement with parents concerning emergency procedures is stressed. Suggestions for an emergency plan in case of careperson illness or injury are provided. The use of in-house accident reports, reports to parents of symptoms of illness or child injury and caretaker's responses, notices of exposure to communicable disease, and post-illness follow-up reports is encouraged. (A slide/sound presentation and pamphlets were produced in conjunction with this manual.) (RH)

ED 164 126 PS 010 326

Katsuyama, Ronald M. Reid, Amy

The Effects of Dimensional Salience, Pretraining Task, and Developmental Level Upon Bidimensional Processing in a Matching Task.

Pub Date-Apr 76
Note-7p.; Filmed from best available copy; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Age Differences, *Dimensional Preference, Early Childhood Education, Elementary School Students, Kindergarten Children, *Perceptual Development, Preschool Children, *Stimulus Behavior, *Visual Perception

Purposes of this study are to determine the effects of (1) preassessed dimensional salience upon performance in a bi-dimensional matching task, and (2) pretraining conditions expected to facilitate bi-dimensional processing. An additional aim was to elucidate a model of development involving changing salience hierarchies by comparing the effects of salience across three developmental levels. A matching salience assessment procedure was administered to 16 boys and 16 girls representing three developmental levels (nursery school, kindergarten, and first grade). A rank order salience hierarchy was assigned to each subject. The experiment was conducted approximately one month subsequent to salient assessment and utilized a 3 (developmental levels) X 2 (pretraining dimensions) X 2 (pretraining tasks) factorial design. Subjects were, on all tasks, required to identify from a set of four choice cards the "missing card" which was "most like" three sample cards. Although performance generally improved with age, small and nonsignificant developmental differences were obtained in the processing of more salient values. Developmental differences were primarily the result of differential evaluation and utilization of less salient information. Significant interactions establish that developmental differences, as well as less salient errors, were attenuated following relevant pretraining. Conclusions and implications are discussed. (Author/RH)

ED 164 183 RC 011 001

Swanson, Robert
Poems of Children Yakima Nation.
Pub Date-78
Note-31p.
Available from-Kamiakin Research Institute, P.O. Box 509, Toppenish, Washington 98948 ($3.50)
Document Not Available from EDRS.
Descriptors-*American Indians, *Childrens Literature, Creative Development, Creative Expression, *Creative Thinking, Illustrations, *Instructional Materials, Nursery Schools, *Poetry, Preschool Children, *Preschool Education, Preschool Learning, Reservations (Indian)
Identifiers-*Yakima (Nation)

The collection of poems was written for use in the Yakima Indian Reservation pre-school programs and was intended to introduce Yakima children to creative thought process at their own level with content that is part of their own world. The author spent several months observing in the Tribal Headstart Centers at three locations on the Yakima Reservation. The 25 short poems are written in free verse and are sequenced to follow a day in the tribal pre-school. Poem topics deal with such activities as sleeping late, riding to school, playing games, lining up, sliding, and going home. Other poems tell about some of the objects in the school, the teachers, story time, play time, nap time, trips, visitors, the cook, and graduation. The illustrations for the poems were done by an Indian artist and show the children engaged in their various school activities. (DS)

ED 164 202 RC 011 028

Training for Agriculture and Rural Development 1975.
International Labour Organisation, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; United Nations Food and Agriculture Organization, Rome (Italy).
Pub Date-75
Note-147p.
Available from-UNIPUB, Inc., Box 433, Murray Hill Station, New York, New York 10016
Document Not Available from EDRS.
Descriptors-*Adoption (Ideas), *Adult Education, *Agricultural Education, Agricultural Production, Agricultural Research Projects, Communication (Thought Transfer), Credit (Finance), *Developing Nations, *Extension Education, Handicrafts, Inservice Education, Interagency Cooperation, Population Education, Rural Areas, *Rural Development, Rural Youth, Training, Vocational Education, Womens Education

Eighteen papers about education, training, and extension in rural areas of the developing world are presented in this 1975 journal published jointly by three United Nations agencies closely concerned with education and rural development: Food and Agriculture Organization; Education, Scientific, and Cultural Organization; International Labor Organization. Scope of the publication has been broadened from training for agriculture to the whole area of rural development. Paper topics are: Training and the Green Revolution; Integrated Approach to Agricultural and Rural Development: Asia and the Far East; Training for Small-Farmer Credit Projects; Education and Training for Rural Workers' Organizations; Rural Development: Chinese Approach; Schooling, Social Problems, and Rural Development; International Women's Year: Important Considerations for the Rural Sector; Training and Development-Pictorial Review; Population Education in Rural Extension; Agricultural Education in Developing Countries; Integrated Rural Development and Planning for Rural Communities; Communication and Agricultural Research; Fogo Process in Communication; Extension Studies in Paraguay and Ecuador; In-Service Training for Agriculture in Malaysia; Intermediate Agricultural Education for Rural Development; Training Illiterate Youth for Rural Handicrafts; Reflections on 10 Years in the African Continent. The journal also contains a section on meetings and on books and reports. (RS)

ED 164 221 RC 011 058

Bureau of Indian Affairs Proposed Legislation for the 96th Congress.
National Congress of American Indians, Washington, D.C.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, Confidentiality, Education, *Federal Legislation, Financial Policy, Governance, Land Use, Legal Responsibility, *Reservations (Indian), Self Determination, Taxes, *Tribes, Water Resources
Identifiers-Bureau of Indian Affairs, Congress 96th, *Federal Indian Relationship, Tribal Government, Tribal Recognition, *Trust Lands

These 27 legislation proposals by the Bureau of Indian Affairs (BIA) for the 96th Congress deal largely with Indian lands, federal/state government-tribal relationships, and jurisdiction. Status of proposals, costs, and brief descriptions are contained in this report. Specific topics include: amendments to Indian Financing Act of 1974; protection of information about Indian resources/assets; consolidation of tribal landholdings; Indian trust lands as private property for Environmental Protection Act purposes; adjudication of Indian water rights; trespass of livestock and fishing, hunting, trapping, and other trespassing on Indian lands; long-term leasing authority for trust lands; land ownership dispute between Crow and Northern Cheyenne; taxation of Omaha and Winnebago trust lands; ownership of certain lands on Colville Indian Reservation; exclusion of some trust lands from Voyageurs National Park; trade regulations on reservations; termination of federally recognized tribes; civil, criminal jurisdiction; taxation of tribes; deposits insurance; time deadlines on tribal planning; eligibility of tribes for excess federal property; authority of BIA law enforcement personnel; amendments to P.L. 93-638; tribal ownership of federal facilities; welfare/scholarship assistance; concurrent tribal jurisdiction over offenses now under federal jurisdiction; repeal of Act of January 24, 1928. (RS)

ED 164 239 RC 011 088

Noche del Sol. Que Bonito Es Leer, II. Libro III. Cuaderno de Ejercicios (Night of the Sun. How Nice Reading Is, II. Book III. Workbook).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 78
Note-53p.; For related documents, see ED 149 641 and RC 011 087-089
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (326-X, $1.00)
Language-Spanish
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Bilingual Education, Childrens Books, Educational Games, Elementary Education, Grade 2, Grammar, *Instructional Materials, *Language Instruction, Language Programs, Language Skills, Phonology, Primary Education, Reading Comprehension, *Reading Instruction, Reading Materials, Sentence Structure, *Spanish, Spelling, Vocabulary, *Workbooks, Writing Exercises
Identifiers-Language Exercises

The lessons, games and exercises in the workbook are follow-up work for the units in the reader of the same title. There are many vocabulary, punctuation, and grammar exercises, and spelling games and drills. Additionally, there is an incomplete story for the child to finish by using appropriate words to complete each sentence. These exercises are designed to teach comprehension, interpretation, vocabulary, pronunciation, and study skills as part of a four-level series of supplementary materials for teaching reading in Spanish at the second grade level. The workbook includes an illustrated glossary. There is an accompanying teacher's guide. (SB)

ED 163 936 IR 006 480

Hubbard, Terry E., Comp.
Alaska. Part 1: Bibliographies, History and Natural Sciences.
Alaska Univ., Fairbanks. Elmer E. Rasmuson Library.
Pub Date-78
Note-29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annotated Bibliographies, Botany, Geography, Geology, *History, *Natural Sciences, Zoology
Identifiers-*Alaska

The bibliographies in this series constitute a preliminary guide to the circulating and reference Alaskana collection of the Elmer E. Rasmuson library at the University of Alaska, Fairbanks. The material was selected using the triple criteria of information value, availability, and suitability for a small general interest collection. No childrens' material or fiction is included. Part I includes bibliographies, catalogues, and sources for the general and specific history of the Russian period, the Gold Rush, and the purchase to the pipeline. The natural science chapters cover geography, geology, and animal and plant life. (Author/JVP)

ED 163 770 FL 009 857

Macken, Marlys A.

Developmental Reorganization of Phonology: A Hierarchy of Basic Units of Acquisition. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-37p.
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-*Child Language, Cognitive Processes, *Consonants, *Language Development, Language Patterns, Language Research, *Linguistic Performance, Linguistic Theory, Longitudinal Studies, Mexicans, Phonemics, *Phonological Units, Phonology, Preschool Children, Psycholinguistics, Spanish, *Spanish Speaking, Speech Communication, Syllables, *Verbal Development

The acquisition of the consonant system by a child acquiring Mexican-Spanish as her native language is described. During the earliest stages (from 1;7 to 2;1 years of age), the data showed several phenomena that could best be accounted for by assuming a central role for the word as the basic unit being acquired. The evidence for the centrality of words and word patterns in the child's early development is the main focus of the analysis. During the later stages (from 2;2 to 2;5), most of the evidence for words and word patterns disappeared, and the child's phonological system during this period can be described adequately in terms of phonemic contrasts and the more traditional phonological rules. The analysis covers the child's phonology at the beginning of the study (age 1;7), early phonological development (1;8 to 2;1), the learning of word patterns, the learning of phonemic contrasts, the child's development from 2;2 to 2;5, segmental system, co-occurrence of consonants, syllable structure, a model of phonology acquisition, universals of acquisition, and individual differences. (SW)

ED 163 962 IR 006 605

Daniel, J. S. And Others

Educational Experiments with the Communications Technology Satellite: A Memo from Evaluators to Planners.

Pub Date-77
Note-18p.; Paper presented at the NATO Conference on Evaluation and Research in Interactive Telecommunications Systems (Bergamo, Italy, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication Satellites, Conferences, *Educational Experiments, Evaluation Methods, Institutional Role, Instructional Innovation, *Organizational Communication, Organizational Effectiveness, *Program Evaluation, Satellite Laboratories, Telecommunication
Identifiers-*Canada, Communications Technology Satellite

A series of educational experiments are being conducted in Canada on the Communications Technology Satellite. The description of these experiments reveals a diversity not previously encountered in educational applications of satellite systems. In evaluating these experiments, the authors adopted Stufflebeam's Context-Input-Process-Product model in order to include in their investigation the wider problem of institutional assimilation of new communications technology, as well as issues of instructional effectiveness. To date the project has shown that organizational constraints were more severe than experimenters had expected and that multipoint conferencing is very sensitive to technical quality. Although some of the experiments were very short, the project has demonstrated that satellite communications have applications in education which go beyond the classical telelecture. (Author/JEG)

ED 164 165 RC 010 889

Voth, Donald E. Bonner, William S.
Citizen Participation in Rural Development: Concepts, Principles, and Resource Materials. A Synthesis. SRDC Synthesis Series Spons Agency-Arkansas Univ., Pine Bluff.; Cooperative State Research Service (DOA), Washington, D.C.; Southern Rural Development Center, State College, Miss.
Pub Date-Nov 78
Note-46p.
Available from-Southern Rural Development Center, Box 5406, Mississippi State, Mississippi 39762 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accountability, Adult Education, Bureaucracy, *Citizen Participation, *Decision Making, *Government (Administrative Body), Guidelines, *Methods, *Program Development, Resource Materials, *Rural Development, Volunteers
Citizen participation may be defined as consisting of voluntary activities undertaken by persons in their roles as ordinary citizens, or amateurs, to influence public decisions or the actions of public officials. Citizen participation is the latest mechanism of a democratic people for dealing with "big government" and making it accountable. Another reason for citizen participation has to do with the lowering of public confidence in American institutions. One of the major reasons for having citizen participation is overwhelmingly positive, and that is the numerous examples of efficient, creative citizen-action solutions to apparently insolvable problems. The vast majority of research and commentary on citizen participation is urban in orientation even though large-scale citizen involvement in the administrative process in the United States originated in programs of the U.S. Department of Agriculture through its concern with rural areas. This overview of citizen participation was prepared as a synthesis of research materials for use in education programs or as a guide for discussions of citizen participation; although focused specifically upon citizen participation in rural development, the results have general application. Among topics covered are the decision-making process with citizen participation in administration, objectives and accomplishments of citizen participation, and guidelines and implementation for effective citizen participation programs. (BR)

ED 163 813 FL 009 946

Sonntag, Selma K.
Transitional Dialects between Bhojpuri and Maithili.
Pub Date-Aug 78
Note-46p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-19, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Acculturation, *Dialect Studies, Language Attitudes, Language Classification, Language Research, *Language Role, Language Usage, Language Variation, Minority Groups, Mutual Intelligibility, Nepali, *Regional Dialects, Social Dialects, Sociocultural Patterns, *Sociolinguistics, Uncommonly Taught Languages
Identifiers-*Bhojpuri, *Maithili, Nepal

A dialect survey of the transition between two major Indo-Aryan languages in Nepal, Bhojpuri and Maithili, was conducted focusing on both the linguistic and sociolinguistic aspects of the various languages and dialects. The purpose of the study was to find out where and how this transition occurred between the pure Bhojpuri-speaking area and the pure Maithili-speaking area by surveying the area in between. To gather linguistic data, lists were elicited, and a sociolinguistic questionnaire, involving tape recording and oral questioning, was administered. It is concluded that caste dialects do not have an influence on the dialect transition of this survey area, but there is evidence that social-patterning dialects exist. This means that certain groups of people have certain social patterns in common and that there is more social interaction within this group than between groups. These social-pattern groups may or may not correspond to castes. The likeness percentages and the sociolinguistic scale table both showed that the transition is mainly a gradual, geographical transition from west to east, from Bhojpuri to Maithili. (NCR)

ED 163 852 HE 010 667

Bailey, Robert L. Powell, Frances
Undergraduate Foreign Student Review.
California Univ., Berkeley. Office of Admissions and Records.
Pub Date-Jul 78
Note-42p.
Available from-Office of Admissions and Records, University of California, Berkeley, CA
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Admission, College Majors, College Students, Early Admission, Facility Planning, Foreign Student Advisers, *Foreign Students, Geographic Distribution, Institutional Research, *International Educational Exchange, Language Proficiency, Postsecondary Education, *Program Development, Program Evaluation, Research Projects, School Orientation, State Universities, Statistical Data, Student Financial Aid, *Student Personnel Services, Student Recruitment

In July 1970 the University of California reviewed and made recommendations for its international educational exchange program for all campuses. The recommendations were: (1) foreign students should be 4-6 percent of the student population on each campus; (2) they should be admitted once a year, with early admission deadlines; (3) they should have adequate financial support; (4) they should be better distributed (geographically and in academic disciplines); (5) English language proficiency should be assured; (6) foreign student offices should have sufficient staffs; (7) physical facilities should be designated to promote interaction between foreign and American students; and (8) orientation programs should be expanded. For the most part these goals have not been met at Berkeley, and the present study was undertaken to determine why, and what can be done for foreign student programs in the future, especially in relation to the admissions and records office functions. Some numerical data are provided, in tabular form. (MSE)

ED 163 891 IR 005 518

Keeler, F. Laurence

An Automated Publishing System for the Naval Education and Training Command. Final Report.

Naval Ship Research and Development Center, Washington, D.C.; Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.
Spons Agency-Naval Education and Training Command, Pensacola, Fla.
Report No.-TAEG-50
Pub Date-Nov 77
Note-75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Automation, Equipment, Management Information Systems, Military Organizations, *Military Training, *Needs Assessment, Policy Formation, *Printing, *Publications, State of the Art Reviews, Systems Analysis

This study analyzes the alternatives for meeting the publishing needs of the Naval Education and Training Command in the 1980s. The use of current, state-of-the-art equipment, including text editors, phototypesetters, and graphic scanners is explored, and five alternatives to the current publishing system are proposed. Based on an economic analysis, recommendations are made for an optimal publishing system for the 1980s. Appendices include samples from personnel qualification standards, rate training manuals, instructional program development materials; an overview of the publishing process; and descriptions of publishing system equipment options with flow charts. (Author/CMV)

ED 163 914 IR 006 386

Mare, Willis H.
Computer Technology: For Better or Worse?
Rand Corp., Santa Monica, Calif.
Report No.-P-5903
Pub Date-Jul 77
Note-11p.; Paper presented at the National Bureau of Standards Conference on Trends in Applications 1977: Computer Security and Integrity (Washington, D.C., May 19, 1977); For related document, see IR 006 385
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, Calif. 90406 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Civil Liberties, Confidentiality, *Electronic Data Processing, *Futures (of Society), Government Role, *Information Dissemination, Information Processing, *Privacy, Public Policy
Computer technology ought to be among the most helpful and useful of any technology, but if it is not treated with care, the society will be worse off for it. The Federal Privacy Act of 1974 established the Privacy Protection Study Commission whose business started in June, 1975. In examination of the private sector, the commission's recommendations reflected three broad principles: (1) recordkeeping practices should minimize intrusiveness of collection to the individual, (2) recordkeeping practices should maximize the fairness with which decisions about people are made, and (3) there should be legitimate and enforceable expectation of confidentiality with respect to the records that are maintained about an individual. Implementation of the Privacy Act can be accomplished by amending existing laws (notably the Federal Credit Reporting Act) and by enactment of new legislation. To implement security precautions in responding to privacy, it is important to utilize good information management practices with tight controls on the use of information. Future systems will need to control access at the data element'' level to insure privacy in exchange of records among automated recordkeeping systems. Discussion is based on recordkeeping practices in the areas of credit granting, depository, education, medical, insurance, research and statistics, investigatory, employment, tax records, and mailing lists. (JEG)

ED 163 937 IR 006 481

Fites, Gilbert

A Report Describing Books Purchased by the Northeastern Oklahoma State University Library. 1972-1974.

Pub Date-75
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classification, *Library Acquisition, *Library Collections, Library Research, Statistical Data, University Libraries

The number of books purchased by the Northeastern Oklahoma State University library in each of the three years is indicated for each subject area in a descriptive outline based on the Library of Congress classification system. (JVP)

ED 164 010 IR 006 829

Gammill, Robert C.

Personal Computers for Science in the 1980's.

Report No.-P-5954
Pub Date-Feb 78
Note-27p.; Paper presented at the Conference on Problems of the 80's: The Oregon Report on Computing (Portland, Oregon, March 21, 1978)
Available from-Rand Corporation, Santa Monica, California 90406 ($1.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computers, Economic Factors, *Equipment Standards, *Futures (of Society), *Performance Specifications, *Scientific Research, Technological Advancement
Identifiers-*Personal Computers

Increased use of personal computers for scientific research could reduce the dependence of scientists upon organizational affiliations, geographic location, and funding agencies, thereby improving the capabilities of isolated institutions of learning and research, and making rural localities more amenable to high technology. The scientific research base could also be increased as the tools of research support become more widely available. The achievement of these goals includes a number of technical and economic problems, primary of which are secondary storage, display, operating system design, device reliability, and inter-computer communications. The critical long-term problem area, where slow progress is likely, is economical inter-computer communications. The personal computer is more independent, flexible, and dependable and is capable of providing the following general functions because it is not shared: (1) tight coupling between the user or laboratory equipment and programs, (2) dependable access to archival information, (3) user tailoring of the terminal interface and services provided with minimal constraints, (4) user control, (5) continuity of service, (6) independence, and (7) wide access to other computer services. (CWM)

ED 164 030 JC 790 035

Blaha, Marjorie K.
Flexible Calendar Pilot Project Report, 1976-1977.
Evergreen Valley Coll., San Jose, Calif.
Pub Date-Aug 77
Note-32p.; Several appendices have been deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Attitudes, Community Colleges, Faculty Development, *Flexible Schedules, Flexible Scheduling, *Junior Colleges, Organizational Change, Schedule Modules, *School Calendars, *School Surveys, Semester Division, Student Reaction, Teacher Attitudes

The Flexible Calendar Pilot Project at Evergreen Valley College focused on staff and instructional development, and assessing the needs and characteristics of the student population. The new academic calendar, based on faculty preference, called for a fall semester beginning in late August and ending in mid-December, an 18-day intersession during mid-January, and a spring semester from the end of January to the first of June. The following surveys were used to evaluate the first year (1976-77) of the project: student and staff surveys at the end of fall 1976; pre- and post-intersession surveys of faculty attitudes toward staff development; and surveys of students, full-time faculty, part-time faculty, and administrators at the end of the 1976-77 academic year. Additional methods of evaluation included comparisons of enrollment for 1975-76 and 1976-77, of the number of students applying but not enrolling, of student attrition rates, and of final grades, and an assessment of faculty reports of their participation in development activities. Effects of the shortened instructional year, number of special projects developed, and evaluation of the administration of the project were also studied. Plans for the second year are outlined in terms of problems to be resolved, goals, and current project status. Survey results are included and the instrument form is appended. (MB)

ED 164 050 JC 790 057

Cullers, Benjamin D.

Professional and Semi-Professional Organizations A Comparison of the Degree of Participation Desired.

Pub Date- 73
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Organization, Community Colleges, *Junior Colleges, *Junior High Schools, *Leadership, Management Systems, Organizational Theories, Professional Education, *School Administration, School Surveys, Teacher Attitudes, Teacher Background, Teacher Motivation, *Teacher Participation
Identifiers-Participatory Management

Two educational organizations, a community junior college and a junior high school, were examined to ascertain the amount of participation desired by members of each organization. It was believed that the higher the degree of professional authority within the organization, i.e., the greater the length of training required of its members, the higher would be the degree of participation desired by its members. Study subjects consisted of two groups, 16 full-time community college instructors in the university transfer program and 19 junior high school teachers. Respondents were asked to indicate on Likert questionnaires the amount of participation they would like to have in six categories: leadership, motivation, communication, interaction-influence, decision-making, and performance skills, thus revealing preferences in these areas for exploitative authoritative, benevolent authoritative, consultative, or participatory administrative systems. Results indicated that the junior high school teachers desired a slightly greater amount of participation, though the difference was not significant. Findings, thus, appeared to support the idea that not all teachers or instructors desire a great amount of organizational participation because some members are not ready for in-depth participation. Such individuals may have a greater need for security, affiliation, or self-esteem than for participation in the affairs of the organization. A bibliography is included. (MB)

ED 164 089 PS 010 249

Lawton, Joseph T. And others

A Comparison of Three Early Childhood Instructional Programs.

Wisconsin Univ., Madison, Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-462
Pub Date-Aug 78
Contract-OB-NIE-G-78-0217
Note-284p.
EDRS Price MF-$0.83 HC-$15.30 Plus Postage.
Descriptors-Classification, *Comparative Analysis, Concept Formation, Conservation (Concept), *Intellectual Development, *Preschool Children, *Preschool Programs, *Program Effectiveness, Research, Serial Ordering
Identifiers-*Ausubel (David P), *Piaget (Jean)

This study compared the effects of a formal, an open-framework, and a control preschool program on children's intellectual development. The formal program, based on Ausubel's and Piaget's theories, had a daily schedule of short prescriptive teaching sessions followed by related learning activities. The informal program, based on Piaget's theory, relied on teachers to stimulate the children to assume self-initiated activity rather than to provide direct instruction. The control program was a traditional play-oriented approach not based on any particular theory of intellectual development. Pre- and post-testing were done with the Peabody Picture Vocabulary Test, the Raven Coloured Progressive Matrices Test, and a series of logical concept tasks assessing relations, classification, and conservation. At midyear, a sample of children from each experimental group was assessed with a battery of classification and conservation tasks which, unlike the pre- and post-tests, included content selected by teachers from the learning materials in their programs. A delayed post-test was administered to the Ausubelian and control groups but not to the Piagetian group due to its excessive subject attrition. Based on the overall results, it was concluded that both experimental models were superior to conventional preschool programs in enhancing the growth of logical concept attainment and that the Ausubelian model was more effective in facilitating development of such concepts in the short run. (Author/JMB)

ED 164 107 PS 010 290

Kieran, Shari Stokes And Others

Mainstreaming Preschoolers: Children with Orthopedic Handicaps. A Guide for Teachers, Parents, and Others Who Work with Orthopedically Handicapped Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31114
Pub Date- 78
Contract-105-76-1139
Note-146p.; For related documents in this series, see PS 010 286-293 ; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00034-1, $3.50)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Child Development, *Handicapped Children, *Instructional Materials, Learning Activities, *Mainstreaming, *Orthopedically Handicapped, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, *Psychomotor Skills, Teacher Role, Teaching Guides, Teaching Methods
Identifiers-*Project Head Start

This guide to mainstreaming preschoolers with orthopedic handicaps is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers, and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance are listed. Chapter II discusses local and regional resources and provides specialists (occupational therapists, orthpedist, physical therapist, etc.) who work with handicapped children. Chapter III focuses on parent/teacher cooperation. Chapter IV discusses various kinds of orthopedic handicaps (such as cerebral palsy, spinal cord damage, arthritis, muscular dystrophy), and associated problems, and ways of recognizing problems for referral. Chapter V discusses how orthopedic handicaps can affect a child's functioning and learning. Chapter VI focuses on planning, arranging classrooms and teaching mainstreamed orthopedically handicapped children. Chapter VII presents information on professionals, organizations and other sources of help. Notes on screening and diagnosis are appended. (CM)

ED 164 147 RC 010 515

Padilla, Raymond V.

Providing Library Services for the Chicano Studies Program at the University of California, Berkeley: Policy Issues and Recommendations.

California Univ., Berkeley. Chicano Studies Program.
Pub Date-Sep 73
Note-88p.; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Administrative Policy, Delivery Systems, *Ethnic Studies, Interviews, Library Acquisition, Library Administration, Library Cooperation, Library Role, *Library Services, *Mexican Americans, Organization, Program Improvement, *University Libraries
Identifiers-*Chicanos, Chicano Studies, *University of California Berkeley

The paper defines the fundamental policy issues facing the Chicano Studies Program with respect to library services, outlines a general position which Chicano Studies can take in relation to those issues, and provides concrete suggestions for improving the library services now available to Chicano Studies through both the Chicano Studies Library and the campus library network. Findings include: the University of California's position is that library services are an important and integral part of the University's academic programs; a University of California Library Task Force advocates that high quality instruction and research can be maintained only with adequate financial support for high quality library services; no new academic program can be started unless library costs and resources are determined first; two basic models are available for the delivery of library services to Chicano studies a decentralized and a centralized model; there is a need to increase communication and interaction between the Chicano Studies Program and the Chicano Studies Library if both are to develop into more effective units. Among the recommendations are that: a Chicano Studies Library Advisory Committee be established either concurrent with, or subsequent to, the work of the task force; all Chicano Studies instructors be required to submit to the Chicano Studies Library a textbook and reference book list for respective courses, which the Library will purchase on a first priority basis. (NQ)

ED 164 184 RC 011 003

Handbook: Title IV, Public Law 92-318, Johnson O'Malley, Public Law 874 Public Law 815, School Nutrition Programs, Other Related Federal Education Laws.

Indian Education Training, Inc., Albuquerque, N. Mex.
Note-136p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-American Indians, *Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, Breakfast Programs, *Community Involvement, *Federal Legislation, Federal Regulation, Government School Relationship, Guides, Lunch Programs, *Nutrition, *Parent Participation, Parent School Relationship, School Community Relationship, State Departments of Education, Tribes

Identifiers-*American Indian Education, Indian Education Act 1972 Title IV, *Johnson O Malley Act, Office of Education

The purpose of the handbook is to provide as complete a discussion as possible of all major Indian education laws and regulations and other education laws that affect Indian education. The intent is to increase knowledgeable Indian involvement in the educational process and the handbook is intended primarily for local use by Indian parents, Indian advisory groups, tribal education committees, Indian organizations and institutions, and others concerned with Indian education. The information is presented largely in question-and-answer format within a general outline. Detailed discussions of Title IV (PL 92-318 and PL 93-380) and the Johnson O'Malley Act include histories of the laws and some definitions, and stress participation by parents and community, eligibility criteria, and application procedures. Other programs discussed, usually in question-and-answer format, are PL 81-874, PL 81-815, Title VII, School Nutritional Programs (breakfast, lunch, and milk programs), and Title I of ESEA and Bilingual Education. (SB)

ED 163 790 FL 009 900

Teaching Materials for German. G2: Supplementary Materials. Teaching Materials Lists.

Centre for Information on Language Teaching, London (England).
Pub Date-Jul 77
Note-63p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, Audiovisual Aids, Book Lists, *Composition (Literary), *Educational Resources, Elementary Secondary Education, Foreign Language Periodicals, *German, Grammar, *Instructional Materials, *Language Instruction, Language Skills, Learning Activities, Phonetics, Postsecondary Education, Second Language Learning, Supplementary Textbooks, Textbooks, Translation, Vocabulary Development

A bibliography containing 150 entries covering 11 types of teaching materials is presented. It consists of a contents list, annotated entries, an index of authors, editors, compilers and adapters, and a title index. The entries are subdivided as follows: (1) composition; (2) comprehension and conversation; (3) translation; (4) grammatical points; (5) vocabulary points; (6) phonetic practice; (7) vocabularies/phrase books; (8) dictation; (9) songs; (10) language magazines; and (11) multi-purpose material. For each title the following information is given: basic bibliographical details, an annotation describing the material, a statement of components and a guide in terms of the coding overleaf to the linguistic and age-interest levels of the material. A price list is enclosed. Only published material that is readily available in the United Kingdom or through a United Kingdom distributor is included. (Author/AMH)

ED 163 833 HE 010 218

Institute of International Education. Annual Report 1977.
Institute of International Education, New York, N.Y.
Pub Date-77
Note-53p.; Photos may not reproduce well
Available from-Institute of International Education, 809 United Nations Plaza, New York, New York 10017 (Free)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Annual Reports, Case Studies, Foreign Students, Higher Education, Instruction, *International Educational Exchange, *International Organizations, Personnel, Program Descriptions, *Student Exchange Programs, *Study Abroad
Identifiers-*Institute of International Education

Covering the 12-month period beginning October 1, 1976 and ending September 39, 1977, this annual report reviews the activities of the Institute of International Education in both narrative and statistical form. Part 1 presents a general review of the year. Part 2 deals with educational services (communication, cooperation, planning, and councils), and part 3 covers programs (U.S. students, foreign students, leaders and specialists, technical cooperation, faculty recruitment, and profiles of five students). Offices in the U.S. and around the world are described in part 4, and people in higher education, in leadership positions, and in the community are listed in part 5. Part 6 consists of the auditor's report and financial statements, and the directory is presented in the final part. (BD)

ED 163 871 HE 010 728

Cameron, J. M.
On the Idea of a University.
Pub Date-78
Note-92p.
Available from-University of Toronto Press, 33 East Tupper Street, Buffalo, N. Y. 14203 ($3.95)
Document Not Available from EDRS.
Descriptors-College Planning, *College Role, *Educational Change, Educational History, *Educational Philosophy, Educational Responsibility, Foreign Countries, Government School Relationship, *Higher Education, Historical Reviews, Language Usage, *Liberal Arts, Undergraduate Study, *Universities
Identifiers-Canada
Starting from Newman's concept of the university as a place of liberal education, this book examines how today's university functions, what its aims should be and what its strengths and deficiencies are, and presents some proposals for reform. It is argued that liberal education remains the core of university studies, although it is advocated that natural science and the technologies, as well as traditional arts subjects, be studied liberally in the university. Parasensical discourse is singled out as a symptom of the crisis in the university today. Most of the discussion on reform and change is directed toward undergraduate education. The volume is composed of four lectures that were presented in Toronto, Canada, and reference is made to Canadian education. (SW)

ED 163 986 IR 006 672

Collins, Allan

Explicating the Tacit Knowledge in Teaching and Learning. Technical Report No. 5.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va.
Report No.-BBN-3889
Pub Date-78
Contract-N00014-76-C-0083
Note-12p.; For related document, see IR 006 673
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Arithmetic, *Cognitive Processes, Computer Assisted Instruction, *Educational Diagnosis, Educational Psychology, *Learning Difficulties, *Practical Mathematics, *Teaching Techniques, *Tutoring
Identifiers-Socratic Tutor

Ways in which the emerging field of cognitive science can have a major impact on practical education are demonstrated by an overview of two projects: the work on Socratic tutoring by Collins and Stevens, and the diagnosing students' misconceptions in arithmetic by Brown and Burton. These two projects are cited as examples of how the techniques of cognitive science make it possible to analyze teaching and learning in genuinely novel ways. (Author/CMV)

ED 164 127 PS 010 327

Gowen, Jean W.

Structural Elements of Symbolic Play of Preschool Children.

Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Imagination, *Infants, *Play, *Preschool Children, Preschool Education, *Pretend Play, Research, Semiotics, *Symbolic Language

The structural elements of the spontaneous symbolic play of 2- and 3-year-olds were compared with those of 4- and 5-year-olds. All 32 children studied were enrolled in a private day care center. Each child was observed during free play in the center for 15 minutes. Three categories of signifiers (animate, inanimate and imaginary) and five modes of representation (enactment, object substitution, symbolic construction, preparatory behavior and comments) were identified. The data were coded in four phases. In the first phase of coding, incidents of symbolic play were identified. During the other three phases of coding, the structural elements, i.e. the signifieds, signifiers, and modes of representation, were identified, coded and counted. Seven transcripts were selected at random to be coded by two independent coders to yield reliability data. Percentage of agreement among coders ranged from 80 to 84 percent. Results suggest that younger children used more symbolic construction, preparation and comments as modes of representation and more animate and imaginary signifiers. Implications of results for Piaget's and Vygotsky's theories of symbolic play are discussed. (Author/RH)

ED 164 240 RC 011 089

Noche del Sol. Que Bonito Es Leer, II. Libro III. Libro de Lectura (Night of the Sun. How Nice Reading Is, II. Book III. Reading Book).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 78
Note-55p.; For related documents, see ED 149 640 and RC 011 087-088
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (339-1, $1.50)
Language-Spanish
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Bilingual Education, *Childrens Books, Cooperation, Elementary Education, Grade 2, *Instructional Materials, Language Instruction, Language Programs, Primary Education, *Reading Instruction, *Reading Materials, Reading Programs, *Spanish, Supplementary Reading Materials

Third in a series of materials designed to supplement the teaching of reading in Spanish at the second grade level, this reader is accompanied by a workbook and a teacher's guide of the same title. There are seven stories in Spanish, from six to fourteen pages in length, and illustrated in black and white. The first four stories demonstrate the advantage of cooperating and sharing with others and the last four are about changes which occur in daily life. (SB)

ED 163 771 FL 009 861

Ervin-Tripp, Susan M.

From Conversation to Syntax. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Child Development, *Child Language, Communication Skills, *Discourse Analysis, *Language Development, Language Research, Linguistic Competence, Literature Reviews, Parent Child Relationship, Parent Influence, *Pragmatics, Preschool Children, *Speech Communication, Structural Analysis, *Syntax, Verbal Development, Verbal Stimuli
Identifiers-*Conversation

Previous research has shown how macro-structures can affect children's verbalizations. This study focuses on whether conversational contexts of forms are learned along with syntax, on what makes syntax, and on how to predict speech. Transcripts of videotapes of young children provided a matrix of function or act against actual utterance, wherein the most concrete formulation preserving function was sought. Analytic categories needed for this purpose were (proper) NAME, ACT, OBJ (of action), and (concrete) OBJECT. Findings show that: (1) starting with function categories results in massive simplification of early speech data; (2) production rules must include reactions to prior talk and surrounding circumstances; (3) the degree of syntactic abstractness or generality changes in proportion to function, context and discourse information included in the production rules; (4) syntactic rules derived from textual data depend strongly on the type of interaction sampled; and (5) clinical analysis of some child texts show that "bursts of syntax" or outer limit lengths combined with new syntactic complexity occur under highly motivated situations. Pragmatic, conversational, and circumstantial contexts can all radically alter what is displayed of the child's knowledge. It is concluded that clarifying structural organization at other levels also clarifies the syntactic apparatus used to accomplish cohesion, procedural repair work, interpersonal goals, and referential semantic communication. (MHP)

ED 163 938 IR 006 482

Cole, John Y.
The Center for the Book in the Library of Congress. The Planning Year.
Library of Congress, Washington, D.C.
Pub Date-78
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annual Reports, *Books, Change Strategies, Government Libraries, *Library Role, *Planning Meetings, Program Planning, Research and Development Centers
Identifiers-*Library of Congress, The Center for the Book
In an effort to underscore the importance of the book and written word, Public Law 95-129 was signed by President Carter in 1977 establishing the Center for the Book in the Library of Congress. This pamphlet reports on the progress made in the first year of planning during four meetings directed at potential activities, the international flow of books, organizational structure, and the history of books and printing. Also included is a list of advisors and Library of Congress staff members who attended one or more of the meetings and a verbatim reproduction of PL 95-129. (JVP)

ED 163 963 IR 006 606

Heydinger, Richard B. Norris, Donald M.

Cooperative Computing: A Process Perspective on Planning and Implementation. EDUCOM Monograph Series No. 1.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.
Pub Date-77
Note-154p.
EDRS Price MF-$0.83 HC-$8.00 Plus Postage.
Descriptors-*Computer Oriented Programs, Cooperative Planning, *Cooperative Programs, Guidelines, Information Networks, *Interinstitutional Cooperation, *Models, Networks, *Program Planning

This report provides readers with three primary products: significant data on statewide planning for cooperative computing, a process model to evaluate the development of cooperative computing in any state, and a structural model to evaluate the products of implementation in states that have implemented plans for cooperative computing. Such networks offer educators a vehicle both for providing computer services cost effectively and for increasing the level of service, as well as a mechanism for overcoming many of the barriers to interinstitutional resource sharing. A summary of participants in a national survey, and the characteristics of persons interviewed in case studies is included in the first appendix. The second outlines three case studies from the states of Minnesota, New Jersey, and Illinois. Each case study discusses planning, chronology, and strengths and weaknesses. A 31-item bibliography is also included. (Author/JEC)

ED 164 070 JC 790 081

Annual AIDP Impact Evaluation Report, FY 1978.

McManis Associates, Inc., Washington, D.C.; University Associates, Inc., Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-367p.; For a related document, see JC 790 037, the executive summary of the report

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors-Administrative Change, Adult Education, Curriculum Development, *Evaluation Methods, Federal Aid, *Federal Programs, *Improvement Programs, Institutional Research, Junior Colleges; *Postsecondary Education, School Improvement, Student Personnel Services, Surveys, Universities

Identifiers-*Advanced Institutional Development Program, Planning Management and Evaluation Systems

This document represents the third annual evaluation study of the Advanced Institutional Development Program (AIDP) and its impact on colleges involved in the program. An introductory section traces the historical development of the AIDP, its goals and characteristics, and its role in assisting institutions in developing low-income students, improving instructional effectiveness, and enhancing administrative effectiveness. A Planning Team Report provides an in-depth assessment of the achievement of institutional goals over the academic year as perceived by faculty and administrators. The third section presents the findings of an impact evaluation questionnaire designed to gather comparative data on the status of each AIDP institution in the areas of curriculum improvement, student services, continuing education, and planning, management, and evaluation. A fourth section describes on-site visits to a sample of two- and four-year institutions to facilitate the comparison process and enable an in-depth probing of areas that might have been overlooked or discounted by the institutions. A concluding section reflects the consensus among administrators that involvement in AIDP has strengthened academic programs and student support services, and has improved administrative processes. An appendix contains the impact evaluation study questionnaire. (MB)

ED 164 203 RC 011 029

Training for Agriculture and Rural Development 1976. FAO Economic and Social Development Series No. 2.

International Labour Organisation, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date-76
Note-144p.; Reprinted in 1977
Available from-UNIPUB, Inc., Box 433, Murray Hill Station, New York, New York 10016
Document Not Available from EDRS.
Descriptors-*Adoption (Ideas), Adult Education, *Agricultural Education, Developing Nations, *Extension Education, Leadership Training, *Manpower Development, Nonformal Education, Population Education, Rural Areas, *Rural Development, *Rural Population, Rural Youth, Teacher Characteristics, Teacher Education, Telecommunication, Training, Vocational Agriculture, Vocational Education

Focus of this 1976 journal on agricultural and rural development education is how to deal with the shortage of trained manpower which is an obstacle to large-scale rural development efforts. The journal's theme is that a broader approach must be made to generate adequate numbers of trained manpower all types of nonformal education (agricultural extension/rural vocational training) must be initiated and helped; new technologies of educational communication should be put to full use; maximum opportunity for active involvement of rural people in their own development process should be created. The 17 papers present these topics: Coordinating Research, Training, and Extension (IRRI in Philippines, CIMMYT in Mexico); Training for Rural Development Gulf Between Farm and Town; Farmer Training Centers in Cyprus; Education and Training for Rural Workers and Their Organizations; Farmer Training in Africa (INADES); University Level Education in Agriculture Perspective for the Year 2000; Qualities Required of Teachers of Agriculture; Training for Land Settlement Schemes (FELDA); Training and Development (pictorial review); Training Needs for Rural Development; Getting the Farmers Together (Lesotho); Rural Leadership; Population Education for Rural Development; Method Demonstrations and Practical Training; Informal Development Training in Italian Rural Communities; Agriculture in the Curriculum; Television for Rural Development Indian Experience with SITE. (RS)

ED 164 222 RC 011 061

Indian Self-Determination and Education Assistance Act Implementation. Hearings Before the United States Senate Select Committee on Indian Affairs, 95th Congress, 1st Session on Implementation of Public Law 93-638 The Indian Self-Determination and Education Assistance Act (June 7 and 24, 1977).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-Jun 77

Note-615p.; Not available in hard copy due to small print size of original document; For related document, see ED 100 555

EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors-*American Indians, *Educational Programs, *Federal Legislation, Federal Programs, Government Role, *Hearings, Individual Power, Interviews, Legal Responsibility, *Program Development, Reservations (Indian), Self Determination, Treaties, Tribes

Identifiers-Bureau of Indian Affairs, Congress, *Federal Indian Relationship, Indian Health Service, *Indian Self Determination and Educ Assistance Act

Although the American Indian Self-Determination and Education Assistance Act became law in 1975, Indian people continued to encounter problems and barriers to the assumption of control over Bureau of Indian Affairs (BIA) and Indian Health Service (IHS) programs. In June, 1977, the United States Senate conducted oversight hearings to take testimony from tribal representatives, the BIA, and IHS regarding their progress in implementing the Act, already a law for two and one-half years and for which implementing regulations and funding had been available for one and one-half years. On June 7, 1977, representatives from the BIA and IHS identified certain key implementation issues. On June 24, 1977, in Albuquerque, New Mexico, tribal witnesses addressed these issues, presented testimony regarding problems they had experienced in trying to contract continuing federal programs and services to be run by Indian tribes and organizations or in applying for self-determination grants, and proposed changes to the law and its administration by the agencies. Among the tribal witnesses were representatives from the National Tribal Chairman's Association, National Congress of American Indians, Navajo Nation, Central Council of the Tlingit and Haida Indians, All Indian Pueblo Council, Quinault Indian Nation, and Tanana Chiefs Conference. (SB)

ED 163 814 FL 009 947

Eisenstein, Miriam

Childhood Bilingualism and Adult Language Learning Aptitude, CUNY Forum, No. 3.

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.
Pub Date-77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Learning, *Aptitude, Aptitude Tests, Bilingual Education, *Bilingualism, Childhood, Cognitive Ability, College Students, *Language Ability, *Language Development, Language Proficiency, Language Research, Language Skills, Multilingualism, Psycholinguistics, *Second Language Learning

This paper investigates the influence childhood bilingualism has on adult foreign language learning ability. Early research exploring the influence of bilingualism on general intelligence is mentioned as well as recent studies that present more favorable results. It is hypothesized that childhood bilingualism will have a positive effect on adult foreign language learning aptitude. Bilingualism is defined, and the bilinguals in this study are limited to those who acquired a second language before puberty. The subjects for this experiment were 93 college students, all either native Americans or those who had arrived in the U.S. before age 5 and had native proficiency in English. They were given the Modern Language Aptitude Test (MLAT) and were asked to rate the importance of foreign language learning as an asset. For comparison purposes, the subjects were divided into the following groups: monolinguals, bilinguals, bilinguals with formal education, bilinguals without formal education, polylinguals, and simple bilinguals. The findings point towards the conclusion that bilingualism in childhood is a positive factor in adult second language learning aptitude. Formal education may be a positive factor for formal learning situations although it may have a negative effect on the self confidence of the learner. Learning several languages in childhood appears to have a cumulative positive effect. (NCR)

ED 163 853 HE 010 671

Morgan, John A., Jr.
Developing a Procedure for Reduction in Force at Piedmont Technical College.
Pub Date-18 Oct 78
Note-84p.; Practicum presented to Nova University in partial fulfillment of the requirement for the doctor of education degree
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrative Policy, College Administration, *College Faculty, Declining Enrollment, Governance, Higher Education, *Job Layoff, Literature Reviews, Models, *Personnel Policy, Policy Formation, Public Policy, Resource Allocations, *Retrenchment, State Aid, *Teacher Dismissal, *Technical Institutes
Identifiers-*Piedmont Technical College SC
Throughout South Carolina, the Technical Education System had experienced a leveling of the growth that had characterized its early years, and a sharp decline in state financial support over the last three years. At Piedmont Technical College, where enrollments had remained relatively stable, the substantially reduced state of financial allocations had forced the college to reduce expenditures across a wide range of college activities. Typically across the board reductions were made in most budget categories to balance planned revenue with forecasted expenditures. The prospects of continued austere funding by the state as well as a potential drop in enrollment required the college to look to other alternatives to achieve essential economies. While the administration had viewed staff reductions with reluctance, the statewide enrollment decline pattern and reduced appropriation prompted the president of Piedmont Technical College to request the development of a reduction in force procedure. The purpose of this research was to develop this policy. This study focused on the review, analysis and evaluation of literature concerning retrenchment and reduction in force. Additionally an analysis was made of those aspects of governance at Piedmont Technical College that defined the parameters within which the retrenchment policies could operate. A review was made also of state policies that concerned personnel reductions. As a result of this study a reduction in force procedure was developed and subsequently approved by the local governing board as official policy. The approved policy and related documents are appended. (Author/MSE)

ED 163 892 IR 005 607

Hardesty, Larry

Bibliographic Instruction: Defining, Organizing, and Promoting a Program.

Pub Date-16 Nov 77
Note-31p.; Paper presented to the 1977-78 Recipients of the Council on Library Resources' Library Service Enhancement Program Grants (Washington, D.C., November 16, 1977); Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Libraries, Bibliographies, Definitions, Higher Education, Instructional Innovation, Library Circulation, *Library Instruction, Library Programs, *Program Development, Speeches, Use Studies

This basic discussion of the organization of bibliographic instruction programs in an academic setting includes consideration of factors involved in implementing an innovative program. Several stages in developing and organizing a systematic program are reviewed: creating student awareness of the academic library in general, introduction to use of the major collections of the library through a general search strategy, introduction to more specialized library resources in their major fields of study, and teaching upper level students relationships between the nature of a particular discipline and the nature of the organization of that discipline's literature. Acceptance of such a program hinges upon the program's innovativeness, which is characterized by relative advantage, compatibility, complexity, trialability, and observability. The social structure as well as the individual will most probably accept innovative programs through specific stages labeled awareness, interest, evaluation, trial, and adoption. (MBR)

ED 163 987 IR 006 673

Stevens, Albert L. And Others

Diagnosing Students' Misconceptions in Causal Models. Technical Report No. 4.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va.
Report No.-BBN-3786
Pub Date-Sep 78
Contract-N00014-76-C-0083
Note-36p.; For related document, see IR 006 672
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Computer Assisted Instruction, *Concept Formation, Educational Psychology, *Error Patterns, *Interaction Process Analysis, *Models, *Physical Sciences, *Tutoring
Identifiers-Socratic Tutor

Tutorial dialogues can be analyzed as an interaction in which a tutor debugs'' a student's knowledge representation by diagnosing and correcting conceptual misunderstandings. Some tentative steps toward a theory which describes tutorial interactions are outlined. The goal structure of a tutor, types of conceptual bugs that students have in their understanding of physical processes, and some of the representational viewpoints necessary to diagnose and correct these bugs are discussed. (Author/CMV)

ED 164 051 JC 790 059

Charles, Richard F.
Charting as a Management Technique for Course Offerings at Off Campus Sites/De Anza College, Fall 1978-1979.
De Anza Coll., Cupertino, Calif.
Pub Date- 78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Average Daily Attendance, Class Attendance, Community Colleges, *Courses, Curriculum Planning, *Enrollment, Enrollment Influences, Failure Factors, Institutional Research, *Junior Colleges, Management Information Systems, Persistence, *Program Evaluation, Success Factors
Identifiers-*Charting, *Enrollment Patterns, Weekly Student Contact Hours

Charting is based on the assumptions that relevant curricula will attract and maintain student interest, and that continued poor enrollment in courses is indicative of weaknesses in instruction, curriculum, or site/environment. Charting success or failure in these areas within the model of weekly student contact hours, average daily attendance (ADA), and enrollments can provide managers with a low cost, accurate, and simple tool for program evaluation. Decisions of when to cancel or offer certain classes are typically influenced by space availability, resource limitations, program territoriality, and personal biases. At De Anza College, these decisions are based on scientifically accumulated and analyzed data; class seat information is used to chart enrollments for four critical periods: pre-enrollment, first class meeting, first census period, and second census period. Minimum and maximum enrollments are established with parameters for amount of monies available, cost of program, and political climate. Formulas for successful maintenance of funding for ADA counts are based on student retention factors and gross enrollment figures. Observations based on De Anza's experience with charting, their policies regarding class cancellation, and their use of gross enrollment numbers to determine course success are presented. Data tables summarize rate of retention and gross enrollment by site, program, and for single course offerings. (MB)

ED 164 148 RC 010 720

Kaltenbach, Charles

Health Problems of the Navajo Area and Suggested Interventions.

Navajo Health Authority, Window Rock, Ariz.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date- 75
Contract-NO1-MB-24386
Note-69p.
Available from-Navajo Health Authority, Box 643, Window Rock, Arizona 86515
Document Not Available from EDRS.
Descriptors-Alcoholism, *American Indians, Behavior, Death, Demography, *Disease Control, *Diseases, *Health Conditions, Health Education, Health Needs, Housing Deficiencies, Infant Mortality, Nutrition, Physical Environment, Preventive Medicine, *Reservations (Indian), Sanitation
Identifiers-Indian Health Service, *Navajo (Tribe), Navajo Health Authority

Analysis of morbidity, mortality, and demographic data on Navajo people was undertaken to identify leading health problems in the Navajo area and to suggest intervention activitres. Comparisons with total U.S. population were made to provide perspective. Data on Navajo mortality showed: a ratio of male to female deaths of 2:1, more than 50 percent of deaths occurred in persons 44 years old or younger, mortality rates exceeded U.S. rates for ages up to 45 years, median age of death was 42.3 (71.2 for the U.S.), most common cause of death was accidents (primarily auto accidents), and the Navajo postnatal death rate was more than twice that of the U.S. Inpatient morbidity data showed hospitalization was most often due to deliveries and complications of pregnancy; accidents, poison, violence; respiratory problems (60 percent from pneumonia); and infective/parasitic diseases. Most common causes of outpatient morbidity were respiratory illnesses, supplemental care, infective/parasitic diseases, accidents, poison, and violence. Statistics indicated the 0-4 years category at high risk for infectious diseases and identified alcoholism as an important morbidity factor. Data pointed to sanitation, housing, nutrition, and behavior as underlying causes for many conditions. Educational, environmental, and personal health care measures for reducing morbidity and mortality for some 20 diseases were outlined. (RS)

ED 164 166 RC 010 955

American Indian Education, A Bibliography of ERIC Documents. ERIC/CRESS Supplement No. 9.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-150p.; Parts may not reproduce clearly due to print quality
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-067, $8.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Alaska Natives, American Indian Languages, *American Indians, Annual Reports, *Bibliographic Citations, *Bibliographies, *Bilingual Education, Canada Natives, Career Education, Census Figures, Community Colleges, Economic Development, Elementary Secondary Education, Eskimo Aleut Languages, Eskimos, *Federal Legislation, Federal Programs, Females, *Health Services, Laws, *Library Services, Nonreservation American Indians, Periodicals, Social Services
Identifiers-Alaska, *American Indian Education, *American Indian Studies, Bureau of Indian Affairs, Canada

Compiled for American Indian parents, educators, researchers, school administrators, professional organizations, information specialists, students and educational practitioners interested in locating educational resources on the American Indian, Canada Natives, and Alaska Natives, this bibliography supplements nine previous publications. Section I presents approximately 258 citations which appeared in Resources in Education (RIE) between June 1, 1977 and June 1978. Each RIE citation includes: an ERIC accession number (ED); author(s); title; source; date of publication; availability; descriptors, and identifiers. Section II presents approximately 197 citations for Current Index to Journals in Education (CIJE) which appeared between June 1977 and June 1978. Each CIJE citation includes information comparable to that of the RIE citations and annotations are provided. Section III lists CRESS' previously published American Indian bibliographies. Section IV lists the names, addresses, and scopes of the 16 ERIC Clearinghouses and Section V provides an order blank with ordering information. Covering a wide variety of materials, the subject areas most frequently cited in this bibliography include: Federal Legislation, American Indian Studies, Annual Reports, Education, Library Services, Health Services, Bilingual Education, Bibliographies, Federal Programs, Health Services, and Laws. (RTS)

ED 164 241 RC 011 090

Hombres y Lugares. Que Bonito Es Leer, II. Libro IV. Guia Para el Maestro (Men and Places. How Nice Reading Is, II. Book IV. Teacher's Guide).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-May 78

Note-123p.; For related documents, see ED 149 642 and RC 011 091-092 ; Parts may be marginally legible due to light type

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (487-8, $4.50)

Language-Spanish

EDRS Price MF-$0.83 HC-$8.01 Plus Postage.

Descriptors-*Bilingual Education, Course Objectives, Educational Games, Educational Objectives, Elementary Education, Grade 2, Instructional Materials, *Language Instruction, Language Programs, *Lesson Plans, Primary Education, Pronunciation Instruction, *Reading Instruction, Reading Programs, Reading Skills, *Spanish, *Teaching Guides, Teaching Methods, Vocabulary

The teacher's guide, written in Spanish, and the reader and workbook of the same title, form the fourth level in a series of supplemental instructional materials designed for teaching reading in Spanish to second grade students. Following an introduction and a detailed list of objectives for each of the five to eight lessons per unit, there are lesson plans for each of the eight units. Lesson plans note materials needed, teaching method, questions to ask (inserted in text where appropriate), exercises and answers. Activities include dictation, reading comprehension exercises, games, dictionary practice, drawing, sentence completion and construction, questions and answers, grammar exercises, and pronunciation drills. Each unit is designed to be completed in five class periods of approximately 40 minutes, plus additional review time. There is an illustrated glossary of new words at the end of the guide. (SB)

ED 163 791 FL 009 901

Teaching Materials for German. G3: Readers. Teaching Materials Lists.
Centre for Information on Language Teaching, London (England).
Pub Date-Apr 78
Note-64p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, Booklists, Elementary Secondary Education, *German, *Instructional Materials, *Language Instruction, Postsecondary Education, *Reading Instruction, *Reading Materials, Second Language Learning, Textbooks

This publication, part of a bibliography of language teaching materials, lists 91 readers. It contains a contents list, annotated entries, an index of authors, editors, compilers and adapters, and a title index. In addition to basic bibliographical details, the following are provided for each entry: an annotation describing the reader, a statement of components, and a guide to the linguistic and age-interest levels of the reader and the tenses used. A price list is enclosed. Only published material that is readily available in the United Kingdom or through a United Kingdom distributor is included. (Author/AMH)

ED 163 834 HE 010 276

Ost, David H.
Explorations in Professional Development: The First Three Years.
California State Univ., Long Beach. Center for Professional Development.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Note-134p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*College Faculty, *Faculty Development, Higher Education, Individual Development, Institutional Environment, *Instructional Improvement, Program Descriptions, Program Development, Program Evaluation, *Staff Improvement, State Colleges, State Universities, Statewide Planning
Identifiers-*California, Institutional Renewal, *Professional Development
A California University systemwide approach to professional development encompassing the three facets of personal development, instructional development, and environmental modification is summarized. Objectives of professional development and objectives of successful campus programs are presented and aspects of the Center for Professional Development (including background, financing, administration, and future plans) are discussed. The 1974-1977 evaluation of the Center, including recommendations and issues relating to advancement and tenure, collective bargaining, funding, campus programming, teaching and research priorities, faculty concerns, is presented. Strategies utilized by the Center, such as workshops, consultation, seminars, discussion groups, retreats, and luncheons, are discussed. Also described are campus programs (organization, activities, funding, evaluation, and the future) at each of the following 11 colleges and universities in the system: California State College, Bakersfield; California State University, Chico; California State University, Fresno; California State University, Long Beach; California State University, Northridge; California State Polytechnic University, Pomona; California State College, San Bernadino; and San Jose State University. (BD)

ED 163 872 HE 010 731

Sullivan, Eugene J. Suritz, Penelope West
General Education and Associate Degrees: A National Study.
American Council on Education, Washington, D.C.
Pub Date-78
Note-103p.
Available from-American Council on Education, One Dupont Circle, Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Academic Standards, *Associate Degrees, *College Majors, College Programs, *Degree Requirements, *General Education, Higher Education, *National Surveys, *State Standards
A study of associate degree programs in the United States was initiated during the 1976-77 academic year to determine the types of associate degrees offered in each state, the state's general education requirements, and the rationale for any differences in requirements that exist among degrees. State officials from a variety of state governance structures were surveyed, and a number of followup contacts were made. Of the 46 states participating in the study, 23 have some type of statewide general requirement for one or more associate degree programs. Three degrees are offered: the Associate of Arts, the Associate of Science, and the Associate of Applied Science. Some states have created a variety of other Associate degrees. In the 23 states having some type of general education requirement, the requirements fall into three structural types: specifically prescribed courses, distribution requirements, and free choice. The future of general education is discussed, and general education requirements are provided by state. Data are also provided on content areas in states with a general education requirement, credit hour requirements by degree, and numbers of associate degrees granted in 1974-75 by type of institution. (SW)

ED 163 915 IR 006 388

Kavanagh, Donal D.

The Application of the 900 MHz Band to Law Enforcement Communications: An Analysis of Technical and Regulatory Factors Affecting the Applicability of the 900 MHz Portion of the Radio Spectrum to Law Enforcement Communication System Problems.

Associated Public Safety Communications Officers, Inc., New Smyrna Beach, Fla.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-Feb 78
Grant-77-SS-99-6009
Note-147p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00675-2)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Court Litigation, *Federal Regulation, Government Publications, Government Role, *Law Enforcement, Laws, *Radio Technology, Technological Advancement, *Telecommunication
Identifiers-Federal Communications Commission

The Federal Communications Commission's opening of the 900 MHz spectrum for use by the land mobile radio community was a landmark event in the history of mobile radio in the United States, as this action almost doubled the amount of spectrum available. This report describes the current regulatory environment, analyzes the applicability of 900 MHz to law enforcement communications, and presents the conclusions and recommendations that result, as well as recommending a program for demonstration of a working system. A historical, regulatory, and litagory background of Docket No. 18262 is presented. Also detailed are those factors peculiar to the 900 MHz spectrum and the regulatory environment created by affecting the applicability of this spectrum to the satisfaction of law enforcement needs, and the operation of a law enforcement communications system. This discussion provides a basis for understanding how these new technical and regulatory concepts relate to law enforcement systems needs. A description of a five-phase demonstration and technology transfer program including cost estimates and schedules is also included. (JEG)

ED 163 939 IR 006 483

Klingberg, Susan
The Role of the Public Library in Non-Traditional Education.
Pub Date-Jan 78
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Basic Education, Foreign Countries, Information Systems, Information Utilization, Library Material Selection, *Library Role, *Nontraditional Students, Program Descriptions, *Public Libraries
Identifiers-National Endowment for the Humanities

The historical and contemporary involvement of the public library in non-traditional education is presented with the focus on adult basic education. Although most of the programs cited are in the United States, frequent references are made to international applications as described in United Nations reports and foreign case studies. Information about the financing of these programs includes a chapter on the involvement of the National Endowment for the Humanities. The future of the public library involvement in non-traditional education is discussed from a prescriptive rather than descriptive point of view, and a 29 item bibliography is provided. (JVP)

ED 163 964 IR 006 612

Ricard, G. L. And Others

Compensation for Transport Delays Produced by Computer Image Generation Systems. Cooperative Training Series.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; Naval Training Equipment Center, Orlando, Fla. Human Factors Lab.
Report No.-AFHRL-TR-78-46; NAVTRAEQUIPCEN-IH-297
Pub Date-Jun 78
Note-63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Aircraft Pilots, *Computer Assisted Instruction, Computer Based Laboratories, *Display Systems, Educational Research, Military Organizations, *Military Training, *Simulation, Simulators, *Visual Stimuli

The cooperative Navy/Air Force project described is aimed at the problem of image-flutter encountered when visual displays that present computer generated images are used for the simulation of certain flying situations. Two experiments are described which extend laboratory work on delay compensation schemes to the simulation of formation flight in the research device, Advanced Simulation for Pilot Training (ASPT). Both studies were geared to determining break-points for low-pass filters that would allow adequate flying control performance and provide an acceptable display. One experiment represented a factorial combination of settings of the display filters and the non-visual cues of aircraft motion provided by the g-seat and motion platform, and the second represented a simple comparison of filter settings. Both studies indicated that, at least for formation flight, there is a range of filter settings which will not adversely affect flight control and will adequately suppress visual flutter. This range represents half-power settings for the filters of three-fourths to one Hertz. (Author/CMV)

ED 164 011 IR 006 830

Hitchens, Howard

Educational Television in the United States.

Pub Date-11 Oct 78
Note-24p.; Paper presented at the 1 Convencion Internacional de TV y Educacion (Barcelona, Spain, October 11, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Broadcast Television, *Childrens Television, Closed Circuit Television, Communication Satellites, Cost Effectiveness, *Educational History, *Educational Television, Elementary Secondary Education, *Instructional Media, Postsecondary Education, Programing (Broadcast), State of the Art Reviews, Surveys

Major developments in the history of education and television centered around broadcasting in the 1950's, then closed circuit applications, the growth of video recording, and more recently the use of satellites. During its 25 year history, educational television in the U.S. has seen the growth of a television college in Chicago, a video university (the University of Mid-America) in Nebraska and the mid-west, the Children's Television Workshop programs for pre-school education (Sesame Street) and for reading improvement (The Electric Company). The results of a major survey of instructional television uses throughout the United States by the Corporation for Public Broadcasting indicate that television is firmly established in the formal education system of the country. Television's effectiveness for many applications in the educational system in the United States has assured it a firm place in instructional programming at the elementary, secondary, and post-secondary levels. TV applications currently include several county wide systems, and a brief description of the Broward County, Florida, and Washington County, Maryland, systems concludes the presentation. (JEG)

ED 164 031 JC 790 037

Annual AIDP Impact Evaluation Report, FY 1978: Executive Summary.
Advanced Institutional Development Program Two-Year College Consortium.; McManis Associates, Inc., Washington, D.C.; University Associates, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-123p.; For related document, see JC 790 081
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrative Change, Adult Education, Curriculum Development, *Evaluation Methods, Federal Aid, *Federal Programs, *Improvement Programs, Institutional Research, Junior Colleges, *Postsecondary Education, School Improvement, Student Personnel Services, Surveys, Universities
Identifiers-*Advanced Institutional Development Program, Planning Management and Evaluation Systems

The purpose of this report is to provide an in-depth view of the impact of involvement in the Advanced Institutional Development Program (AIDP) on institutions of higher education. The study consists of three major evaluation elements, which are presented after an introductory section of conclusions, recommendations, and future implications which reveals strengthened academic programs and student support services and improved administrative processes. The first of the evaluation elements is the Planning Team Report, which provides an assessment of the achievement of institutional goals as perceived by administrators and faculty. The questionnaire required qualitative judgements on AIDP impact on each of the institutions 1977-1978 academic goals, requested available information on indirect impacts, asked for information on AIDP impact on fund-raising, and requested a description of changes in upper-level management. The second data collection mode was the AIDP Impact Questionnaire which obtained baseline data on conditions immediately prior to the grant period and during the last term prior to the end of fiscal year 1978. The impact areas which were examined were curriculum improvement, student personnel services development, continuing education growth, and the planning, mangement, and evaluation system. The third evaluation element consisted of on-site visits to verify information and reveal further indications of impact. (MB)

ED 164 090 PS 010 250

Lawton, Joseph T. Brown, Deborah L.
Teacher and Child Verbailizations During Small Group and Related Learning Activities.
Wisconsin Univ., Madison, Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-467
Pub Date-Sep 78
Contract-OB-NIE-G-78-0217
Note-98p.
EDRS Price MF-S0.83 HC-S4.67 Plus Postage.
Descriptors-*Comparative Analysis, *Educational Philosophy, Preschool Education, *Preschool Programs, Questionnaires, *Student Teacher Relationship, *Teaching Styles, *Verbal Communication
This study compared a Piagetian and an Ausubelian preschool program on: (1) the types and frequencies of teacher-child verbalizations and (2) the degree to which these patterns of verbalizations supported teacher stated theoretical and pedagogical principles. Thirty-two 10-minute videotapes of 16 preschool children (8 within each program) recorded teacher and child verbalizations in small instructional groups and in related learning activity sessions. A questionnaire was administered to teachers in each program to establish the theoretical and pedagogical principles underlying the programs. Questionnaire results showed that Ausubelian teachers strongly endorsed only Ausubelian items while Piagetian teachers endorsed items related to their own programs plus several Ausubelian items. Results of observational data indicated that the structuring of small-group instruction in both programs was mainly teacher-directed. This was seen as more consistent with the philosophy of the Ausubelian than the Piagetian program. Teachers from both groups were also found to use similar types and categories of utterances (direct statements in almost all instances) during subsequent learning activities. This was in contrast to the expectation that Piagetian teacher utterances would be more indirect during the free-rotation, activity center sessions. Although there was little similarity between teacher and child utterances during small group learning activities, there appeared to be a modeling effect on child utterances during subsequent learning activities. Overall, it was concluded that a dichotomy existed between the teachers' projected form of verbalizations and what occurred in practice. (JMB)

ED 164 108 PS 010 291

Lasher, Miriam G. And Others

Mainstreaming Preschoolers: Children with Emotional Disturbance. A Guide for Teachers, Parents, and Others Who Work with Emotionally Disturbed Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31115
Pub Date- 78
Contract-105-76-1139
Note-154p.; For related documents in this series, see PS 010 286-290, and PS 010 292-293 ; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00036-7, $3.50)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Aggression, Anxiety, Child Development, *Emotionally Disturbed Children, *Handicapped Children, Hyperactivity, *Instructional Materials, Learning Activities, *Mainstreaming, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, Teacher Role, Teaching Guides, Teaching Methods
Identifiers-*Project Head Start

This guide to mainstreaming emotionally disturbed preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers, and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming and discusses the role of the teacher in mainstreaming. Chapter II discusses local and regional resources and provides information on specialists (psychologists, pediatricians, etc.) who work with emotionally disturbed children. Chapter III focuses on parent teacher cooperation in developing a program for the handicapped child. Chapter IV discusses the definition of emotional disturbance as well as problems related to the diagnosis and referral of emotionally disturbed children. Chapter V describes the effects of five common categories of emotional disturbance on the preschooler's functioning in the areas of self-concept, social, speech and language, motor, and cognitive development. Chapter VI focuses on planning, arranging classrooms and teaching mainstreamed emotionally disturbed children. Chapter VII presents information on professional sources of help. Notes on screening and diagnosis are appended. (CM)

ED 164 128 PS 010 328

Shure, Myrna B.

A Problem Solving Model for Parents and Teachers of Young Children.

Pub Date-Aug 78
Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Conflict Resolution, *Inhibition, *Instructional Programs, *Interpersonal Competence, Kindergarten Children, Parents, *Preschool Children, Preschool Education, Preschool Teachers, *Problem Solving, Reactive Behavior, Self Control

A program designed to improve behaviors characteristic of impulsivity and inhibition by enhancing children's real-life problem solving thinking skills is provided for use by parents and teachers of four- and five-year-old children. Twenty minutes of daily lessons are administered in small groups (or to a single child at home), in combination with problem solving dialoguing techniques when real problems arise at school or at home. The two problem solving skills that most highly relate to improved behavior are ability to: (1) name alternative solutions to interpersonal problems (e.g., wanting a toy another child has), and (2) name relevent consequences of an act (e.g., grabbing that toy). Studies have shown that problem solving training not only helps to improve existing behavioral difficulties, but follow-up of youngsters from nursery to kindergarten shows that adjusted youngsters in nursery are less likely to show behavior problems in kindergarten if trained than if not trained. (Author/RH)

ED 164 185 RC 011 004

Issues Related to a New BIA Funding Formula.
Indian Education Training, Inc., Albuquerque, N. Mex.
Spons Agency-Education Commission of the States, Denver, Colo.
Pub Date-78
Note-47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Agency Role, American Indians, Board of Education Role, Educational Administration, *Educational Finance, *Federal Aid, Federal Legislation, Government School Relationship, *Organizational Change, *Power Structure, Self Determination, Tribes
Identifiers-*American Indian Education, *Bureau of Indian Affairs, Contract Schools, Rough Rock Demonstration School AZ

Resistance to the development of a Bureau of Indian Affairs (BIA) educational funding formula, as part of a larger BIA reorganization program, comes from many sources: BIA offices at all levels, contract schools and Indian tribes themselves. BIA agencies might support a reasonable funding formula but wouldn't contradict their Area Office on the matter. The Area Offices, who control all educational action except national policy and appropriations, have developed great authority and political power and resist anything which might erode it. The Central Office doesn't want to give up political "flexibility", nor does it feel certain that every BIA school will gain from formula funding. The BIA contract schools are wary of jeopardizing their current funding advantages. The tribes, conservative when it comes to change and fearing the end of federal responsibility for the Indians, resist anything which might fragment the BIA. The BIA should listen to comments from those now receiving funding rather than make a hasty decision on reorganization. Also, the structural benefits of BIA education should be used to advantage. Most importantly, the BIA should establish a structure and system in which reform can occur. (SB)

ED 163 772 FL 009 862

Dihoff, Roberta E. Chapman, Robin S.
First Words: Their Origin in Action. Papers and Reports on Child Language Development, No. 13.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, *Cognitive Development, Comprehension Development, *Language Development, Language Research, *Linguistic Performance, Longitudinal Studies, Parent Child Relationship, Preschool Children, Psycholinguistics, *Semantics, *Speech Communication, *Verbal Development
Identifiers-Piagetian Cognitive Stages
Children's early utterances were studied to determine whether there are developmental changes in the content, context, frequency, and form of their speech and the degree to which the changes correspond to changes in Piagetian cognitive stage. Twenty children were studied; six were 10 or 11 months old, and the remaining 14 were distributed evenly in age from 16 to 25 months. One or two sessions were conducted in the child's home with the mothers present. Cognitive assessment was carried out through measures of object permanency, mean-ends, and play as described in Uzgiris and Hunt's (1975) and Lezine's (1973) procedures. The child's speech during play with the mother was noted, along with context, and analyzed for presence or absence of the following categories: communication games, performative vocalization, use of words, action, recurrence, speech to speech, comprehension for absent objects, wh-questions locative, and two-word combinations. Results indicate a general correspondence between linguistic and cognitive periods but less evidence was found to support the claim that a given stage is necessary to the occurrence of a particular milestone. The sequential changes in linguistic content appear to be preceded by similar sequential changes in knowledge of the world. Meanings expressed by the child verbally are meanings constructed through action in the previous sensorimotor stage, or earlier in the same stage. It appears that the developmental level of the child may serve to predict the content of the child's initial utterances, but only indirectly. (SW)

ED 163 893 IR 005 814

Nitecki, Joseph Z.
Temple University Libraries in the Mid-Seventies: A Status Report.
Temple Univ., Philadelphia, Pa. Univ. Libraries.
Pub Date-77
Note-51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Budgets, *Library Administration, Library Collections, *Library Services, *Library Technical Processes, Organization, Personnel, Tables (Data), *Trend Analysis, *University Libraries
Identifiers-*Temple University PA

Present central library operations are discussed in terms of emerging needs and possible direction for future development. Library objectives include acquiring and organizing relevant records of knowledge, and providing satisfactory information service standards. Issues relating to objectives include the library's involvement in planning and developing educational programs, support of programs offered, and a well selected professional staff, strong in subjects relevant to library coverage and involved in continuing education. Library organization and structure are concerned with the centralization of library services within the university, and the functional arrangement of activities within the library. At present, Temple's library structure is a combination of centralized and decentralized services. Issues involving personnel are consultative management, professional self-governance, unionization, and affirmative action policies. The library's budget recommendations are based on a balanced budget principle, and library department heads' participation. Collection development is based on stimulus response buying and a system approach. Gradual computerization is taking place with a fully automated circulation system, OCLC, microforms, and semi-automated interlibrary loan. Future issues include cooperation and networking within the profession; cooperation and coordination within the University; and structural reorganization, development of long-range personnel programs, continuing automation, and additional library space. (Author/MBR)

ED 163 940 IR 006 488

Buckingham, Betty Jo, Ed.
Iowa and Some Iowans: Supplement to the Second Edition.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-78
Note-78p.; For related document, see ED 101 755
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-American Literature, *Annotated Bibliographies, Audiovisual Aids, *Authors, Books, Directories, Elementary Secondary Education, Fiction, History Instruction, *Local Color Writing, *Local History, Nonfiction, United States History
Identifiers-*Iowa
Prepared by teachers, school librarians, and subject authorities, this bibliography supplementing an earlier publication includes materials for the teaching of Iowa history, tradition, and literature in elementary and secondary schools. Divided into two sections, the first lists materials on Iowa history according to Dewey classification. Entries include author, title, bibliographic information, interest and reading levels, availability, cataloging information, and annotation. Section two lists works by Iowa authors, not necessarily about Iowa, which contribute to the study of Iowa literature. These entries are alphabetic by author and include title, bibliographic information, reading and interest levels, availability, and annotation. Out of print materials judged to be of sufficient interest are included in both sections. Author, title and subject indexes are also provided, as is a directory of publishers. (Author/MBR)

ED 163 988 IR 006 674

Fielding, J. E. And Others
State Criminal Justice Telecommunications (STACOM). Final Report. Volume III: Requirements Analysis and Design of Texas Criminal Justice Telecommunications Network.
Jet Propulsion Lab., Pasadena, Calif.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-31 Oct 77
Note-358p.; Tables may be marginally legible due to small type; For related documents, see IR 006 202, 387, and 610
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00698-1)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Computer Oriented Programs, *Criminal Law, Data Analysis, Data Collection, Design Needs, Information Needs, *Information Networks, Management Information Systems, Research Methodology, *State Programs, State Surveys, Summative Evaluation, *Telecommunication, Topology
Identifiers-*Texas

Requirements analysis and design for the Texas Criminal Justice Telecommunications Network are provided in this report on the application in the state of Texas of techniques developed by the STACOM project. These techniques focus on identification of user requirements and network designs for criminal justice information on a state-wide basis. Techniques for analyzing user requirements include methods for determining data required, data collection, data organization procedures, and methods for forecasting the volume of network traffic. Network design techniques center around a computerized topology program that enables the user to generate least cost network topologies that satisfy network requirements for traffic, response time, and other specified functions. Appendices include the state level questionnaire and user survey. (Author/CMV)

ED 164 071 JC 790 082

Fenier, John

Coordinating Educational Services in Pennsylvania: The Community College Perspective.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date-78
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Advanced Placement Programs, *Articulation (Program), *College Cooperation, *College High School Cooperation, Community Colleges, Early Admission, *Junior Colleges, Program Coordination, Shared Facilities, Shared Services, State Surveys, Student Mobility, *Transfer Policy, Work Experience
Identifiers-*Pennsylvania

A survey was conducted to assess the various forms of articulation practiced by the Pennsylvania community colleges, including horizontal articulation (involving the movement of students from a program at one institution to another at the same level), vertical articulation (involving movement of students from one competency level to a higher level, e.g., high school/community college and community college/college or university), and administrative articulation (the achievement of financial savings through sharing of facilities and services). Presidents of all 14 community colleges responded to the survey. The following conclusions resulted from the findings: (1) programmatic/curricular forms of articulation which facilitate the flow of a student from or to the community colleges had been implemented by a majority of the colleges; (2) the colleges had established good communication with their sponsoring high schools and vocational-technical schools; (3) most of the colleges were making every effort to grant prospective students credit for work/life experiences; (4) with few exceptions, students were permitted to proceed at their own pace, step-out to work, and repeat courses to improve their grade point average; (5) respondents felt articulation agreements must be initiated by local administrators and staff; and (6) many forms of cost-effective administrative articulation agreements had been developed. The questionnaire and documentation from selected early admissions and advanced placement programs are appended. (Author/MB)

ED 164 204 RC 011 030

Training for Agriculture and Rural Development 1977. FAO Economic and Social Development Series No. 7.

International Labour Organisation, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date-77
Note-122p.
Available from-UNIPUB, Inc., Box 433, Murray Hill Station, New York, New York 10016
Document Not Available from EDRS.

Descriptors-*Adoption (Ideas), *Adult Education, Agricultural Colleges, *Agricultural Education, Communication (Thought Transfer), Community Development, Developing Nations, Economic Disadvantagement, Extension Agents, *Extension Education, Family Life Education, Nonformal Education, Public Administration Education, *Rural Development, *Rural Population, Simulation, Telecommunication, Training, Vocational Education, Wildlife Management, Womens Education

Fifteen papers on aspects of education and training for agriculture and rural development are contained in this journal for 1977. Several deal with the rising need for more direct participation by the farmers, landless workers, foresters, and fishermen for whom rural education and training systems are designed to supplement traditional types of instruction at institutions of higher learning in efforts to effect rural development. A theme running through contributions to the journal is the evolution of nonformal education and training, extension, distance learning, and other extramural activities, especially those which are aimed at improved prospects for the rural poor. Paper topics are: Development of Agricultural Universities in India; Simulation Practical Training for Future Extension Agents; Training Women for Development; Public Administration Training for Relief of Rural Poverty; Irrigation: Using Appropriate Technology; The Operational Seminar; Filling the Gap Supplementary and Complementary Initiatives in Rural Development; Training for Development (pictorial review); Training Rural Craftsmen for Development; Improved Management in Agricultural Education; Radio and Television Courses for Agricultural Education and Training in Poland; Agriculture and Adult Education; Family Life Education; Communication with Farmers in Afghanistan; Training for Wildlife Management. (RS)

ED 164 223 RC 011 063

Bureau of Indian Affairs Organization. Hearings Before the United States Senate Select Committee on Indian Affairs, 95th Congress, 1st Session on Oversight on the Organization of the Bureau of Indian Affairs (July 13 and August 1, 1977).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
Pub Date-77
Note-355p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Organization, *Agency Role, *American Indians, Budgeting, Bureaucracy, Evaluation, Federal Government, Hearings, Interviews, Legislators, *Management, *Organization, Program Evaluation, Research, Role Conflict, Self Determination, *Systems Analysis, Tribes
Identifiers-*Bureau of Indian Affairs, Congress, *Federal Indian Relationship

Problems in the administration and management of Indian affairs were identified in two hearings held during the summer of 1977. The July 13 meeting featured non-governmental witnesses; much of the discussion focused on findings of a management study of the Bureau of Indian Affairs (BIA) initiated by the American Indian Policy Review Commission. The study made 23 specific recommendations for improving management activities in the areas of budget process, personnel management, and management information; it was suggested that BIA area offices be reduced and that increased emphasis be placed on agency level service delivery. Two witnesses from Indian organizations appeared to suggest needed changes in the BIA; another witness discussed ways to improve legal enforcement and implementation of the federal trust responsibility to Indians. The August 1 meeting featured testimony from governmental witnesses as officials from the Department of Interior and BIA appeared to present their views on the changes suggested by the management study. This document features the hearing proceedings as well as both informal and prepared statements of the witnesses. Also included are a statement prepared by the BIA responding to questions on its organization, a study of administrative conflicts of interest in the protection of Indian natural resources, and the report of the BIA management study. (DS)

ED 163 792 FL 009 902

Teaching Materials for Spanish. S1: Course Materials. Teaching Materials Lists.

Centre for Information on Language Teaching, London (England).
Pub Date-Jan 78
Note-75p.; May not reproduce clearly due to colored background
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, Audiovisual Aids, Book Lists, Elementary Secondary Education, *Instructional Materials, *Language Instruction, Postsecondary Education, Second Language Learning, *Spanish, Textbook Content, *Textbooks

A bibliography of language teaching materials for Spanish is presented. The 67 items listed consist of main course materials with and without a recorded or visual element. In addition to the annotated entries, an index of authors, editors, compilers and adapters, and a title index are provided. For each entry, the following are given: the basic bibliographical details, an annotation describing the course, a statement of components, and a guide to the linguistic and age-interest levels of the course and the tenses used. A price list is included. (Author/AMH)

ED 163 815 FL 009 949

Richterich, Rene

Essais d'application d'un cadre de reference pragmatique a la realisation de materiels d'apprentissage du francais langue etrangere. L'Enseignement de la competence de communication en langues secondes. (An Attempt to Apply a Pragmatic Frame of Reference to the Production of Materials for the Study of French as a Second Language). The Teaching of Communicative Competence in Second Languages. Acts of the Colloquim of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date-76
Note-19p.; Paper presented at the Coloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)
Language-French
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication Skills, *Communicative Competence (Languages), French, Higher Education, *Instructional Materials, *Language Instruction, Language Patterns, Language Proficiency, Language Skills, Learning Activities, *Learning Modules, *Material Development, Pragmatics, Secondary Education, Second Language Learning, Skill Development, Speech Communication, *Teaching Methods

Second language learning today requires new materials. One type of learning unit suggested would have a simple format, limited scope and objectives, and diversity of content, form, learning strategies and activities. In spite of the problems involved in the production of this format, such units might be worked out in teacher-training programs, by centralizing services in school districts or possibly by publishers. A proposal of a practical frame of reference for such units is outlined in the form of a limited collection of parameters intended to help specify who is communicating, with whom, where, when, how and why. The first step in the process is a list of 17 language acts defined by a number of performative verbs. Because these language acts generally occur in sequences and in situations, simple sequential schemas and situations have to be prepared. Examples are given of six sequences and fifteen situations. Eleven examples of situations using the various parts of a proposed pedagogical framework, including suggestions for class presentation, complete the document. (AMH)

ED 163 873 HE 010 739

McKenzie, James D.

Trends in Marijuana Use Among Undergraduate Students at the University of Maryland. Research Report No. 3-70.

Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Students, Higher Education, Institutional Research, *Marihuana, Questionnaires, Research Projects, State Universities, Statistical Data, *Student Attitudes, *Student Behavior, *Trend Analysis, Undergraduate Students

Five hundred ninety-five students enrolled in undergraduate classes in psychology and business administration at the University of Maryland completed an anonymous questionnaire inquiring about their use or nonuse of marijuana, their reasons for using or not using the substance, and their attitudes toward the legal penalties for marijuana possession and toward the question of legalization. The availability of some comparable data from two previous unpublished surveys, made in 1967 and 1968, made it possible to examine trends in responses to some of the items. The study reveals trends in the direction of (1) more widespread use of marijuana among undergraduate students, (2) a greater increase in marijuana use among female respondents than among males (although it remains true that a larger proportion of males than of females has tried the drug) and (3) more widespread feeling that the legal penalties for marijuana possession are too severe and that marijuana use should be made legal. There is also less extensive use among freshmen than among upperclassmen and more common use among students living off-campus and not with their families than among dormitory residents or students living with their families. A sample questionnaire and statistical tables are included. (Author/SW)

ED 164 129 PS 010 329

Weber, Joseph A.

Family Centered Unit for Helping Children Become Aware of Death.

Pub Date-Apr 78
Note-25p.; Paper presented at the National Symposium for Children and Families on Home-Based Services (1st, Iowa City, Iowa, April 24-26, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Childhood Attitudes, Children, Curriculum Guides, *Death, Family Counseling, *Family Life Education, Family Problems, *Parent Education, Parents

The purpose of this curriculum unit is to help parents equip their children with a viable attitude toward living a fulfilling life which includes an acceptance of death as well as an examination of their own fears and feelings toward death. The family is seen as the major educator of children in matters of interpreting and understanding the life cycle. Parents become the key instruments in shaping and molding their children's awareness of death within the context of their own belief. Children at various cognitive age levels will view death quite differently. Even within each developmental stage children are unique individuals who grow and develop at different rates. Open and honest communication between parents and children is imperative. Parents can and, it is suggested, should incorporate an ecological perspective of the life cycle into their children's developmental growth processes. This can be done through informal discussions, family projects, suggested readings, or family activities. The ecological perspective will give parents the needed confidence to communicate with their children on topics related to the birth-life-death cycle. (Author/RH)

ED 164 242 RC 011 091

Hombres y Lugares. Que Bonito Es Leer, II. Libro IV. Cuaderno de Ejercicios (Men and Places. How Nice Reading Is, II. Book IV. Workbook).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-48p.; For related documents, see ED 149 641 and RC 011 090-092
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (488-6, $1.00)
Language-Spanish
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Bilingual Education, Childrens Books, Educational Games, Elementary Education, Grade 2, Grammar, *Instructional Materials, *Language Instruction, Language Programs, Language Skills, Phonology, Primary Education, Reading Comprehension, *Reading Instruction, Reading Materials, Sentence Structure, *Spanish, Vocabulary, *Workbooks
Identifiers-Language Exercises

The exercises in the Spanish language workbook are intended to teach comprehension, interpretation, vocabulary, pronunciation, and study skills. The workbook provides one to five pages of reinforcement and follow-up work for each of the stories in the reader of the same title. Exercises stress sentence completion and construction, phonology, alphabetization, grammar, and syllabification. There is also a story for the student to complete by filling in appropriate words in each sentence. An illustrated glossary of new words completes the workbook. The workbook, reader, and accompanying teacher's guide are the fourth level in a series of supplemental materials for teaching reading in Spanish at the second grade level. (SB)

ED 163 835 HE 010 473

Begin, James P.
Bargaining and Faculty Reward Systems: Current Research Findings.
Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.
Pub Date-Jun 78
Note-94p.; Revised version of a paper delivered at the University of Minnesota, February 24, 1978
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Bibliographies, *Collective Bargaining, *College Faculty, Employment Practices, Governance, *Grievance Procedures, Higher Education, Literature Reviews, *Negotiation Agreements, Organizational Climate, Personnel Policy, Power Structure, Research Problems, Teacher Administrator Relationship, *Teacher Salaries, Tenure, Unions
Identifiers-Research Reviews
Empirical research literature on the relationship between faculty bargaining and faculty reward systems was reviewed. The emphasis was on five areas that may be affected by bargaining: the rationalization of institutional policies and practicies, particularly those related to personnel issues; a rationalization of grievance procedures, with a corresponding improvement in due process; a redistribution of authority among faculty, administrators, and students; changes in the quality of relationships brought about by the adversary nature of the bargaining process; and changes in the level of compensation with possible resulting effects on resource allocations. Some problems that limit research findings are: the collective bargaining movement is still in its early stages and is characterized by a significant degree of instability and variety; there is a heavy reliance on interviews or questionnaire surveys of the perceptions of direct participants and too little use of objective information; the most systematic research has dealt with the effects of unions on salaries, but other consequences have not been balanced against economic outcomes; and studies often fail to control or at least recognize the possible effect of other forces for change in higher education, particularly affirmative action and market forces. A bibliography is included. (SW)

ED 163 854 HE 010 673

Resources for Change: A Guide to Projects, 1978-79.
Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-78
Note-222p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($4.25, Stock No. 017-080-01944-2)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Access to Education, Continuous Learning, Cost Effectiveness, Decision Making, Directories, *Educational Change, Educational Improvement, *Educational Innovation, *Federal Aid, Financial Support, Government School Relationship, *Higher Education, Instructional Improvement, *Postsecondary Education As a Field of Study, *Program Descriptions, Research Projects, Retrenchment

Descriptions are provided of the 175 projects supported by the Fund for the Improvement of Postsecondary Education in 1978-79. The projects address the broad range of educational needs represented in the proposals submitted to the Fund's Comprehensive Program. About half the projects are newly funded, and half are renewals. Project descriptions are listed alphabetically and by the eight problem areas that comprise the Comprehensive Program. The problem areas are: (1) extending effective educational opportunity to those still not adequately served by the system; (2) meeting individual needs in a mass system; (3) improving programs, personnel, and instruction for more effective education; (4) creating and applying more meaningful criteria for the award of postsecondary credentials; (5) reducing costs and stretching the educational dollar; (6) making better use of educational resources beyond colleges and universities; (7) helping people make better choices about whether, when, and where to enroll for education beyond high school; and (8) preserving institutional vitality in the face of growing rigidity and regulation. The project descriptions were written chiefly by the project directors. (SW)

ED 163 916 IR 006 391

Beard, Marian And Others

Curriculum Information Networks for Computer-Assisted Instruction. Final Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-78-18
Pub Date-Apr 78
Contract-N000123-76-C-1543
Note-58p.; Appendix B is minimally legible due to the print quality of the original document
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Branching, *Computer Assisted Instruction, Course Content, Curriculum Development, *Individualized Instruction, *Instructional Design, Interaction, Man Machine Systems, Military Training, *Programed Instruction
Identifiers-BASIC Instructional Program, Curriculum Information Network

This report intended for use by instructors describes research in curriculum design for computer-assisted instruction. The issues and difficulties involved in courseware development are discussed, with particular emphasis on the problems of current "generative" techniques. The Curriculum Information Network (CIN), as used in the BASIC Instructional Program (BIP), is described in detail and its advantages, weaknesses, and possible future development are discussed. Results obtained from analysis of students' experience with BIP are presented. Finally, the relevance of the network idea to Navy Technical Training is discussed and directions for future research are proposed. (Author)

ED 163 965 IR 006 617

Association for Educational Data Systems (AEDS). Proceedings of the Annual Convention (16th, May 16-19, 1978, Atlanta, Georgia).
Association for Educational Data Systems, Washington, D.C.
Pub Date-May 78
Note-435p.; Not available in hard copy due to marginal reproducibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Computer Assisted Instruction, Computer Managed Instruction, *Computer Oriented Programs, *Computers, *Conference Reports, Data Bases, Educational Innovation, Educational Technology, *Electronic Data Processing, Information Networks, Professional Associations, Technological Advancement

This convention proceedings report examines the latest developments in the application of technology to the educational process. Texts of presentations are included for (1) 15 papers concerning administrative applications in computer based programs, (2) 34 papers elaborating on computer assisted instruction, (3) two papers covering computer assisted guidance, (4) 13 papers on computer assisted testing, (5) two papers exploring computer designed instruction, (6) four papers discussing computer managed instruction, (7) one paper investigating hardware in the behavioral sciences, (8) two papers describing software, and (9) 12 papers of general interest. Thirteen late papers reflecting several of the topics covered are also included. (JEG)

ED 164 012 IR 006 833

Hinton, William M., Jr.
F-4J/N Instructional Systems Development: Phase I. Final Report.
Allen Corp. of America, Orlando, Fla.
Spons Agency-Naval Training Equipment Center, Orlando, Fla.
Report No.-NAVTRAEQUIPCEN-77-C-0081-1
Pub Date-Jul 78
Contract-N61339-77-C-0081
Note-157p.
EDRS Price MF-$0.83 HC-$8.00 Plus Postage.
Descriptors-Aircraft Pilots, Behavioral Objectives, *Curriculum Development, Curriculum Guides, *Educational Programs, *Educational Strategies, *Formative Evaluation, Instructional Design, Media Selection, *Military Training, *Systems Approach, Task Analysis, Technical Education
This report covers the Phase I activities of a project for the development of Instructional Systems Development (ISD) based training programs for Marine and Navy F-4 pilots and Radar Intercept Officers (RIO). In addition to developing specified end-products to be used in subsequent ISD phases, it was an effort to evaluate the utility of the emerging 6.2 ISD model by identifying its strengths and weaknesses. Project activities were conducted on-site at the Marine Corps Air Station, Yuma, with government furnished subject matter experts providing input to major tasks under the direction of Allen Corporation ISD personnel. Major tasks completed during this project were objectives hierarchy development, media selection, syllabus development, and training support requirements analysis. Each of these activities is summarized. (Author/JEG)

ED 164 032 JC 790 038

MacGugan, Kirk

An Analysis of the Implications of Section 504 of the 1973 Rehabilitation Act Related to Leeward Community College.

Pub Date-26 Mar 78
Note-62p.; Ed. D. Practicum, Nova University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Access to Education, Community Colleges, Discriminatory Attitudes (Social), Equal Education, *Federal Legislation, *Handicapped Students, *Junior Colleges, *Mainstreaming, Program Descriptions, Program Planning, Rehabilitation, Teacher Attitudes
Identifiers-Leeward Community College HA, Rehabilitation Act 1973 (Section 504)

The impact of Section 504 of the 1973 Rehabilitation Act, prohibiting educational discrimination against the handicapped by institutions receiving Health, Education, and Welfare funds, was investigated specifically as it related to Leeward Community College (Hawaii). Information compiled by the Self-Evaluation 504 Task Force at the college, interviews with individuals knowledgeable about the law, and a questionnaire assessing faculty and student attitudes toward program and instructional accessibility for the handicapped formed the basis for the study. A number of federal, state, and university system interest groups were identified as being involved in the implementation of the law. The attitudes surveys revealed that although the information level of instructors was low, they were somewhat interested in the law and in the information possibilities of a workshop; that all interest groups overreacted to fears over costs incurred by 504; most instructors feared facing special education problems they were not trained to handle, yet were very flexible in their thinking about alternative teaching techniques; problems were identified in specific disciplines for specific handicaps; and teachers expressed a sense of being threatened by paraprofessional aides in the classroom. Project Mainstream'' is described as a possibility for meeting the needs of students and teachers. Appendices contain survey instruments, the Mainstream proposal, and a bibliography. (MB)

ED 164 052 JC 790 060

Bushnell, David S.
Cooperation in Vocational Education. AACJC/AVA Joint Study.
American Association of Community and Junior Colleges, Washington, D.C.; American Vocational Association, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Articulation (Program), Case Studies, Community Colleges, Financial Support, Governance, Government Role, Interinstitutional Cooperation, *Junior Colleges, Success Factors, *Technical Institutes, *Vocational Education

As background to a summary of the study sponsored by the American Association of Community and Junior Colleges (AACJC) and the American Vocational Association (AVA), postsecondary education is discussed in terms of articulation; federal incentives for expanded facilities and training opportunities; pressures for planning, surveys, budget justification, and improved performance as related to the increase of centralized state control; philosophical barriers between community colleges and vocational centers; credentialing students; legal and political influences on governance; enrollment trends; and funding patterns. The study attempted to identify policies and procedures that help or hinder articulation; develop recommendations for federal, state, and local jurisdictions to promote cooperative working relationships; disseminate the findings; and establish a mechanism to foster continued cooperation between AACJC and AVA. From materials gathered from a nationwide survey focusing on administrative practices which facilitate or impede articulation, five case studies were prepared representing successful articulation at institutes of different size, wealth, tradition, type of control, and with different student needs. Governance, curriculum development, and financing are considered for each program. Resulting recommendations concern finance on both state and federal levels, data systems, credentialing and credits, the role of vocational education, and planning. (MB)

ED 164 149 RC 010 721

Navajo Health Authority, Board of Commissioners, Annual Report, June 1977.

Navajo Health Authority, Window Rock, Ariz.
Pub Date-Jun 77
Note-44p.
Available from-Navajo Health Authority, Box 643, Window Rock, Arizona 86515 ($2.00)
Document Not Available from EDRS.
Descriptors-*American Indians, Annual Reports, Budgets, Community Health Services, Delivery Systems, Family Health, Family Planning, Financial Support, *Health, Health Education, Health Occupations, Information Centers, Medical Research, *Medical Schools, *Medical Services, Nurses, Preventive Medicine, Reservations (Indian), Scholarships
Identifiers-*American Indian School of Medicine AZ, Folk Medicine, Navajo (Tribe), Navajo Ethno Medical Encyclopedia Project, *Navajo Health Authority

Major developments for the Navajo Health Authority (NHA) and the new American Indian School of Medicine (AISOM) during 1976-77 are highlighted in this fifth annual report by NHA commissioners. Developments cited include renovation of the Shiprock Community Center for use by AISOM, last year of funding from the Area Health Education Center Contract, establishment of AISOM by the Navajo Tribal Council, AISOM Feasibility Study undertaken, administrative staff changes. The report summarizes activities undertaken on behalf of and by AISOM (details of the start-up of AISOM), purpose and goal accomplishments of NHA's Office of Liaison, operation of the Division of Administration and Support Services, and finally, brief narratives about programs underway at Window Rock and Shiprock. Window Rock programs covered are Student Affairs, Native Healing Sciences, Nursing Education, Health Education, Health Statistics and Research, and Allied Health Training and Emergency Medical Services. The section on Shiprock discusses these programs: Navajo Ethno-Medical Encyclopedia Project, Media Center, Preventive Medicine, Family and Community Medicine, and Comprehensive Family Planning. An update of program accomplishments during NHA's five years are listed under headings of recruiting and scholarship, training programs, continuing education, and health statistics and research. Overall NHA goals are given. (RS)

ED 164 167 RC 010 956

Mexican American Education, A Bibliography of ERIC Documents. Supplement No. 8.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-115p.; Parts may not reproduce clearly due to print quality
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-068, $6.50)
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Academic Achievement, Adjustment (to Environment), *Bibliographies, Bilingual Education, *Citation Indexes, Cultural Background, Enrollment, Library Services, Mexican American History, *Mexican Americans, *Periodicals, Reading, *Reference Materials, Self Esteem

A supplement to eight previous bibliographies, the present bibliography cites the latest research findings and/or educational developments in Mexican American education. Part I contains 227 citations which appeared in the June 1977 through June 1978 issues of Resources in Education'' (RIE). Part II contains 127 annotated journal article citations which appeared in Current Index to Journals in Education'' (CIJE) from June 1977 through June 1978. Entries are arranged by ERIC accession numbers (ED numbers for RIE and EJ numbers for CIJE), starting with the lowest number first. Heading each section is a subject index which will aid the reader in locating citations pertaining to a given subject area. Among the topics covered are academic achievement, bilingual education, bilingualism, career education, counseling programs, court litigation, cultural background, cultural differences, demography, educational problems and programs, English as a Second Language, handicapped students, higher education, language development, library services, literature, mental health, political power, senior citizens, testing, women, health care, and school integration. Also included are a list of the previous eight bibliographies, ordering information, and a list of the ERIC (Educational Resources Information Center) clearinghouses and their respective scopes. (NQ)

ED 164 186 RC 011 005

Indian Education Overview.
Indian Education Training, Inc., Albuquerque, N. Mex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-77p.; Appendix marginally legible due to light type; Best copy available
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-American Indians, *Educational Administration, *Educational Finance, Educational History, Educational Legislation, Elementary Secondary Education, *Federal Aid, Government Role, *Government School Relationship, Literature Reviews, Parochial Schools, Private Schools, *Public School Systems, Student Teacher Ratio, United States History
Identifiers-*American Indian Education, *Bureau of Indian Affairs, Contract Schools, Mission Schools

The major problem in the administration and funding of Indian education is that it has been and continues to be the responsibility of diverse federal, state, and private agencies. Currently there are four school systems involved in Indian education: public schools, Bureau of Indian Affairs (BIA) schools, contract schools, and mission and other private schools. There is no accurate count of how many Indian students they serve. There has been, however, a dramatic increase in numbers since a 1972 count, possibly because that count was based solely on teacher recognition of Indian students. Indian education funding is available from many sources and under various laws, each of which has different qualification requirements. Current problems in Indian education which must be faced are the resistance of both the BIA and some Indian officials to new educational policy and a lack of funding for properly qualifying public schools. It is recommended that there be development of a BIA funding formula, an efficient system of control of BIA schools, and a state funding formula. Other recommendations include investigations of the relationships between stated educational goals and budget allocations, the distribution of funds within local education agencies, successful Indian education, and related teacher training. BIA school funding and PL 93-638 Title II funding are discussed in detail. (SB)

ED 163 793 FL 009 903

Peter, Katherine, Ed.
Sapir John Haa Googwandak, 4.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Mar 75
Grant-R01-20196-74-54
Note-33p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-English; Athapascan
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Secondary Education, *Folk Culture, *Instructional Materials, Language Instruction, *Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages
Identifiers-Alaska, *Gwichin Athapascan
This reader, the fourth in a series of stories, is intended for use in a bilingual education setting and is geared toward students who are competent speakers of Gwich'in Athabaskan with a knowledge of the writing system. It consists of two stories about traditional life. A free English translation is appended. (AMH)

ED 163 894 IR 005 835

Statsky, William P.
Inmate Involvement in Prison Legal Services: Roles and Training Options for the Inmate as Paralegal.
American Bar Association, Washington, D.C. Commission on Correctional Facilities and Services.
Pub Date-Mar 74
Note-105p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Constitutional Law, *Guidelines, *Legal Assistants, Legal Problems, Legislation, *Prisoners, Recruitment, Research Methodology, Resource Materials, Role Playing, *Training, Training Objectives, Training Techniques
An introduction to the role of the paralegal in the free world, the inmate as paralegal, legal service needs, and program planning are included along with guidelines for the training of inmates as paralegals. Paralegal services, legal problems, and legal services are extensively defined. The legal problems of inmates and methods of providing legal services other than through paralegal inmates are discussed. A number of models of inmate paralegal programs as well as descriptions of some major programs in this country are presented, and resources necessary for setting up training programs are discussed. Guidelines for trainers in the design of training programs for paralegals are included, emphasizing legal vocabulary, question and answer anecdotal, and skills development. Trainee recruitment and techniques for teaching inmate paralegals how to state a claim, basic mechanical procedures, and constitutional law governing institutional life are also covered. Major curriculum issues that need to be explored in designing any training program are also discussed. (Author/MBR)

ED 163 941 IR 006 493

Mignon, Edmond, Ed.

On the Relationship Between Library Schools, Search Service Vendors, and Database Producers. Position Paper No. 2.

Washington Univ., Seattle. School of Librarianship.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-16p.; New Techniques in the Teaching of Online Searching, An Institute for Library Educators (Seattle, Washington, March 20-24, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cooperative Planning, Data Bases, *Faculty, *Interprofessional Relationship, Library Education, *Library Schools, *On Line Systems, Producer Services, *Professional Services

Cooperative arrangements between search service vendors, database producers, and teachers of online searching would recognize the needs of the latter while benefiting each group. A representative of an official organization of faculty specializing in teaching online searching, would speak for the group in discussions with search services, database suppliers, and other training/educating organizations, providing a basis for communication and the exchange of ideas and materials. Special contracts for classroom instruction should continue to be encouraged. However, a closer relationship between educators and vendors would result in more flexible contract terms that would allow for mutual review and sharing of materials, as well as delineate current and future needs for online instruction, such as the liberalization of educational password application and increased hours of accessibility. Additional future needs would include: (1) streamlined introduction to search languages, (2) database oriented workbooks, (3) subject oriented workbooks, and (4) low-cost evaluative online self-instruction programs. Educators would serve vendors as resource persons in preparing instructional materials and presentations, reviewing search aids, testing user manuals and workbooks, and aiding in evaluative research studies. (CWM)

ED 163 989 IR 006 733

Harrington, Sue And Others

Rules of the University of Oklahoma Libraries Faculty, Including Criteria for Tenure, Promotion and Salary Increases.

Oklahoma Univ., Norman. Univ. Libraries.
Pub Date-10 May 77
Note-40p.
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-*Administrative Policy, Criteria, Faculty, Guidelines, *Library Administration, *Personnel Policy, Promotion (Occupational), Records (Forms), Salaries, Tenure, *University Libraries

This statement of rules, policies, and procedures of the University of Oklahoma Libraries covers the areas of library government and organization, library faculty relationships, and criteria for tenure promotion and salary increases. Regulations for the election of officers, holding meetings, dues collection, committees and councils, and responsibilities of library faculty are defined. Criteria for tenure are presented, including consideration of teaching, research, and creative achievement, professional service, and university service, as well as criteria for appointment or promotion, and definitions of ranks from instructor to professor. Guidelines for filling faculty vacancies are discussed along with procedures to handle complaints and employment grievances of faculty, classified staff, student assistants, and special employees. Official policy on equal opportunity, confidentiality of library records, leaves of absence, and vacations and holidays are also included. Appendices contain procedures for evaluation of library faculty for tenure, promotion and salary increase, and nine sample tenure and promotion forms. (MBR)

ED 164 072 JC 790 083

Scott, W. Wayne
Management By/Of Objectives at DeKalb Community College.
DeKalb Community Coll., Clarkston, Ga.
Pub Date-Nov 78
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Organization, Community Colleges, *Employee Responsibility, *Junior Colleges, *Management by Objectives, Objectives, Organizational Change, *Organizational Effectiveness, Staff Role, Systems Analysis
A model is presented to help community college administrators coordinate efforts to achieve institutional objectives. Two kinds of objectives are discussed: (1) functional performance objectives, which entail maintaining predetermined standards of performance for the repetitive systems and functions of the college; and (2) change objectives, which involve change to improve the college. Performance objectives are characterized as involving process, and change objectives as involving project. The traditional functional organization, which fragments authority and work domains and separates functions without showing how they must be joined to achieve objectives, is seen as a major contributor to difficulties in achieving them. A successful strategy for meeting objectives, however, requires that employees from different functional areas combine their efforts. A two-dimensional objectives grid is then described; the matrix matches horizontal rows representing positions in the college with vertical columns representing objectives of the college. The areas where the rows intersect the columns identify the jobs and persons whose contributions are needed to achieve each objective, thereby making these functional relationships explicit. For change objectives, which are typically delegated to special project teams or agents that are appended to rather than a part of the functional organization, the objectives grid melds the appended groups and operating structures into one organization. (MB)

ED 164 091 PS 010 252

Iscoe, Louise And Others
Medical Problems. Child Health and Safety Series (Module IV).
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-50p.; For related documents, see PS 010 241, PS 010 246, PS 010 248, and PS 010 253-56 ; Photographs will not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Allergy, Anemia, Child Care Centers, *Child Care Workers, Children, Communicable Diseases, Diabetes, *Diseases, Epilepsy, Family Day Care, First Aid, *Health Education, *Health Guides, *Instructional Materials, Lead Poisoning, Postsecondary Education
Identifiers-*Medical Problems
This manual for child care personnel in day care homes and centers provides guidelines and information on the detection, treatment, and control of medical problems of children. Introductory materials focus on signs of illness which carepersons can recognize. Section II concentrates on insect, animal and human bites. Section III discusses skin conditions such as heat rash, diaper rash, body ringworm, scabies, head lice, eczema, impetigo, and poison ivy, oak and sumac. Section IV describes total body diseases with skin reactions: scarlet fever, strep throat, chicken pox, roseola, measles, German measles (rubella). Section V deals with infections of the mouth such as cold sores and thrush. Section VI provides information on upper respiratory diseases. The common cold, problems with tonsils and adenoids, and earache are discussed. Section VII examines abdominal, intestinal and urinary tract problems: umbilical hernia, appendicitis, pinworms, hepatitis and urinary tract infection. Section VIII identifies the nutritional problems of iron deficiency anemia and lead poisoning. Section IX discusses chronic problems such as allergies, diabetes, epilepsy and sickle cell anemia. Section X presents a list of readings. (A slide/sound presentation and pamphlets were produced in conjunction with this manual.) (RH)

ED 164 109 PS 010 292

LaPorta, Rita Ann And Others

Mainstreaming Preschoolers: Children with Hearing Impairment. A Guide for Teachers, Parents, and Others Who Work with Hearing Impaired Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31116
Pub Date- 78
Contract-105-76-1139
Note-138p.; For related documents in this series, see PS 010 286-291, and PS 010 293 ; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00032-4, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Aurally Handicapped, Child Development, *Handicapped Children, *Hearing Loss, *Instructional Materials, Learning Activities, *Mainstreaming, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, Teaching Guides, Teaching Methods
Identifiers-*Project Head Start

This guide to mainstreaming preschoolers with hearing impairments is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance are listed. Chapter II provides the Head Start definition (and other common definitions) of hearing loss and discusses categories of hearing impairment, types and causes of hearing loss, and problems in diagnosis and referral. Chapter III describes the development and functioning of children with all levels of hearing impairments in four basic areas: communication skills, social and emotional development, cognitive skills, and motor skills. Chapter IV presents information on planning, arranging classrooms, and teaching mainstreamed hearing impaired children. Chapter V focuses on parent/teacher cooperation while Chapters VI and VII provide information on specialists, organizations and publications that can provide help. Notes on screening and diagnosis are appended. (CM)

ED 164 205 RC 011 031

Newby, Howard, Ed.
International Perspectives in Rural Sociology.
Pub Date-78
Note-220p.
Available from-John Wiley & Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 ($26.50)
Document Not Available from EDRS.
Descriptors-Agricultural Production, *Agriculture, *Developed Nations, *Developing Nations, Economic Disadvantagement, Hunger, Industry, Political Power, Power Structure, Rural Areas, Rural Development, *Rural Population, *Social Change, Social Stratification, *Sociology, Textbooks
Identifiers-*Peasants

Essays which focus on similarities between developed and underdeveloped nations, concentrating on the issues of power and rural social stratification, are contained in this textbook on rural sociology. It is intended for students of rural sociology, including teachers and researchers. In two main parts, the book first deals with rural social change in the advanced industrial world, taking as an underlying theme the evolvement of farming as a capitalist enterprise and the subsequent wide-ranging social changes. Part II investigates linkages between the developed and underdeveloped world, though it is primarily concerned with the latter, and particularly with the role of the peasantry and the associated problems of hunger and poverty. Each part consists of four essays by authors from Europe and the U.S., and each essay is followed by its list of references. Among the essays in Part I are "The Rural Sociology of Advanced Capitalist Societies" and "Rural Community and Rural Community Power". Part II contains "Peasant Studies: An Overview" and "Reaching the Rural Poor and the Poorest: A Goal Unmet". The textbook has an index. Though there are no illustrations, two essays contain statistical tables. (RS)

ED 164 224 RC 011 064

Indian Education. Hearings Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session (February 1 and 2, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-Feb 77

Note-356p.; Not available in hard copy due to small print size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Agency Role, Boarding Schools, Community Schools, Day Schools, Educational Programs, *Elementary Secondary Education, Government Role, *Government School Relationship, *Hearings, Interviews, Power Structure, *Program Evaluation, *Program Improvement, Tables (Data), Tribes, Vocational Education

Identifiers-*American Indian Education, *Bureau of Indian Affairs, Contract Schools, Federal Indian Relationship, Hopi (Tribe), Navajo (Tribe), Oglala Sioux (Tribe), Seneca (Tribe)

The Subcommittee focused its 1-2 February 1977 hearings on the educational activity of the Bureau of Indian Affairs (BIA), as the beginning of an effort to obtain an accurate picture of the current state of educational programs dealing with Indians and the development of ways to improve both the programs and their delivery. On 1 February a panel of officials from the BIA Central Office testified; on 2 February a panel of personnel from BIA field operations gave some insight into the conditions and problems of various local school levels. There were witnesses from the Phoenix Indian Boarding High School, the Seneca Indian Boarding School, the Hotevilla-Bacavi Community School, the Aberdeen (South Dakota) BIA Area Office, and the Navajo Area, representing Seneca, Hopi, Oglala Sioux, and Navajo tribal schools in particular and Indian schools in general. The Subcommittee majority staff's report of research and on-site inspections emphasized a need to grasp the diversity of the American Indian peoples and the need for them to more fully understand the workings of the federal government, while pointing out that the BIA suffers from a lack of leadership, a lack of information gathering and program monitoring capabilities, a plethora of administrative problems, and more time spent in self justification than in problem solving. (SB/BR)

ED 163 773 FL 009 863

Schwartz, Richard G. Folger, M. Karen

Sensorimotor Development and Descriptions of Child Phonology: A Preliminary View of Phonological Analysis for Stage I Speech. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Ability, *Cognitive Development, *Language Development, Language Learning Levels, Language Patterns, Language Research, Linguistic Performance, Perceptual Development, *Phonology, Preschool Children, Preschool Learning, Psycholinguistics, Speech, *Verbal Development, Verbal Learning
Identifiers-Piaget (Jean), Sensorimotor Development

This study proposes that children's phonological behavior at Stage VI of sensorimotor development may show markedly decreased variability compared to children at Stage V. According to Piaget, sensorimotor development during Stage VI is distinguished from preceding stages by the onset of representational ability and ability to form mental combinations. Twenty normally developing children, half of whom were at the "one-word" stage and the other at the "two-word" stage (respectively V and VI), were seen for a minimum of two and a maximum of four sessions within a period of six weeks. A controlled experimental playroom with normal environmental stimuli and a standard set of objects and books were used. The Ordinal Scales of Psychological Development (Uzgiris and Hunt, 1975) were administered, and samples of nonimitative speech were taken. The data were subjected to analyses of production variability, optional processes, and phone classes. Results indicated: (1) Children at Stage VI manifested significantly less production variability than at Stage V; (2) a greater relative number of optional processes were necessary in describing Stage VI phonological behavior; (3) Stage VI children showed a greater number of phone classes per child; and (4) a marked decrease in variability correspondence of word-initial sounds was evident. The study concludes that there is significantly less variability in the phonological behavior of children at Stage VI than at Stage V, suggesting a degree of discontinuity in phonological development. (MHP)

ED 163 874 HE 010 742

Van Arsdale, Peter W. And Others

Differences in Black Student Perceptions of the Communication Structure in a Predominantly White University. Research Report No. 6-70.

Maryland Univ., College Park. Cultural Study Center.
Pub Date-70
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Attitudes, *Black Students, *College Environment, *College Students, Communication Problems, Higher Education, Institutional Research, Questionnaires, Research Projects, *School Surveys, State Universities, *Student Attitudes, *Student College Relationship, Student Participation
Identifiers-*Maryland University College Park

Utilizing selected responses from the 1969 University Study Census (USC), perceptions of 488 black undergraduates enrolled at the University of Maryland in Fall, 1969 were obtained and evaluated. The degree to which these students perceived the students-university communication structure as being good or bad was determined. Results indicate that black freshmen perceived the communication structure more positively than seniors, and blacks with low grades felt more positively than blacks with high grades. No significant differences were found in the perceptions of black males and black females. Explanations for the results include the possibility that because of the nature of the white university structure there was little black participation in social events, advice seeking, and contact with those in authority. This factor may have altered the perceptions of seniors compared to freshmen. It is possible that blacks in an "asking position" in terms of money or academic aid may be less likely to criticize the university. Survey questions and charts showing responses are included. (Author/SW)

ED 163 966 IR 006 622

Agostino, Donald E. Avery, Robert K.
Effect of Cable on Public Television: Two Studies.
Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.
Pub Date-78
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cable Television, Economic Factors, *Financial Support, *Public Television, Social Indicators, *Television Research, Television Surveys, *Television Viewing
Summaries are provided for two complementary studies assessing the effects of cable on public television in the areas of viewing patterns and viewer financial support. The Cable Subscriber's Viewing of Public Television'' consisted of an analysis of some 2,500 Arbitron television diaries from cable and noncable homes in 13 selected markets. The analysis focused on a comparison of public television viewing patterns of broadcast viewers and cable subscribers. Although the study reported a slight increase in weekly PTV tune-in among cable homes, this increase was offset because the total viewing by cable homes each week was spread across more channels. The Effect of CATV on Awareness and Local Financial Support of a Public Television Station'' involved personal interviews with 1,200 respondents from cable and noncable homes in the Salt Lake City, Utah and Billings, Montana markets. Additionally, financial information from the membership files of a Salt Lake City public television station were analyzed for out-of-state contributions which could be attributed to cable carriage. These findings indicated that cable has little influence on viewer financial support. (Author/CHV)

ED 164 013 IR 006 835

Heinich, Robert Molenda, Michael H.

Report on the First Annual Survey of the Circulation of Educational Media in the Public Schools.

Indiana Univ., Bloomington. Audio-Visual Center.
Pub Date-77
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Annual Reports, Films, *Information Utilization, Institutional Research, Instructional Materials, Instructional Materials Centers, *Instructional Media, *Public Schools, Questionnaires, Surveys, *Use Studies

This is the first in an annual series of studies on the circulation of media and the operation of educational media centers in United States Public Schools. The plan is to gather three types of data in each annual survey: (1) baseline data gathered each year, (2) an in-depth probe of a particular part of media programs, and (3) a compilation of most used media. The 1977 survey reported here probes the area of film booking practices and presents a compilation of the most heavily circulated 16mm films. The mailed questionnaire was distributed during August 1977, and represents data for the 1976-77 school year. (Author/JEG)

ED 164 130 PS 010 333

Swick, Kevin J. Duff, R. Eleanor
What Research Says to the Teacher: Parenting.
National Education Association, Washington, D.C.
Pub Date-79
Note-34p.
Available from-NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 ($0.75, Stock No. 1047-7-00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Parent Education, *Parent Influence, Parent Participation, Parent Responsibility, *Parent Role, *Parent School Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation

This teacher's handbook suggests that, as social, economic and political changes in the United States have altered family structure and parenting skills have become more complex and demanding, parent support programs and services must be made available. It is suggested that parenting should become a more cooperative process involving everyone in the community, particularly school personnel. Parent/teacher teaming, based on a common understanding of developmental objectives, is advocated as a tactic for achieving effective home-school relationships. Several ways of facilitating sustained home-school interaction, including parent-school cooperative child care, parent-child lending libraries, and parent advisory teams, are briefly described. Examples of school, community, university and agency sponsored parent education programs are presented and their implications for schools are assessed. Criteria for effective parenting and characteristics of development sensitive parents are suggested. Guides for effective parent and teacher communication are offered. (Author/RH)

ED 164 243 RC 011 092

Hombres y Lugares. Que Bonito Es Leer, II. Libro IV. Libro de Lectura (Men and Places. How Nice Reading Is, II. Book IV. Reading Book).

Curriculum Adaptation Network for Bilingual/Bicultural Education, San Antonio, Tex. Southwest Regional Adaptation Center.; Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-70p.; For related documents, see ED 149 640 and RC 011 090-091
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (486-X, $1.50)
Language-Spanish
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Bilingual Education, *Childrens Books, Elementary Education, Grade 2, *Instructional Materials, Language Instruction, Language Programs, Primary Education, *Reading Instruction, *Reading Materials, Reading Programs, *Spanish, Supplementary Reading Materials

With the accompanying workbook and teacher's guide, this reader comprises the fourth and last level of a series of supplementary instructional materials for teaching reading in Spanish to second grade students. There are six stories, each from 8 to 14 pages in length, and one "corrido". All are written in Spanish. Black and white illustrations appear frequently. Four stories show different ways of enjoying vacations while gaining useful experience. Two stories and the "corrido" deal with historical and cultural figures. (SB)

ED 163 794 FL 009 904

Guidelines for Selecting English Language Training Programs.
Center for Applied Linguistics, Arlington, Va.

Pub Date-Aug 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communicative Competence (Languages), Course Objectives, Educational Needs, Educational Objectives, *English (Second Language), *English for Special Purposes, *Guidelines, Instructional Materials, Instructional Staff, Language Instruction, Language Proficiency, *Language Programs, Language Skills, Needs Assessment, Postsecondary Education, Program Content, *Program Development, Program Guides, Teaching Methods

These guidelines are addressed to individuals, organizations, corporations or foreign governments who are considering placing students in English Language Training (ELT) programs. They outline steps to be taken and items to be considered in first determining needs, and then selecting an ELT contractor. Part One describes the necessary procedures to determine whether ELT should be undertaken. Part Two discusses ELT program goals, structure, staffing, content and materials that pertain to programs based in an English-speaking country and to those based in the home country. Although examples are drawn from U.S. programs, it is suggested that, with appropriate changes in details, the principles can be applied to any ELT program. The guidelines cover both pre-academic and non-academic (vocational or technical) training programs, and differences in programs are noted where applicable. The guidelines available from America-Mideast Educational and Training Services, Inc., Association of Teachers of English as a Second Language of the National Assocation for Foreign Student Affairs, Center for Applied Linguistics, Institute of International Education, Middle East Institute, National Council of Teachers of English, and Teachers of English to Speakers of Other Languages. The addresses of these organizations are provided. A list of additional resources completes the guide. (Author/AMH)

ED 163 816 FL 009 951

Brunet, J. Jammot, M. T.

Compte rendu d'une experience pedagogique. L'Enseignement de la competence de communication en langues secondes. (An Account of a Pedagogical Experiment. The Teaching of Communicative Competence in Second Languages). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date-76
Note-17p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)
Language-French
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cartoons, *Communicative Competence (Languages), Conversational Language Courses, Elementary Secondary Education, Films, Grammar, Inservice Teacher Education, *Italian, *Language Instruction, Language Skills, *Lesson Plans, Postsecondary Education, Second Language Learning, *Speech Communication, Student Motivation, *Teaching Methods, Units of Study, Vocabulary

Three methodological hypotheses'' elaborated by the Centre interuniversitaire de recherche pour le recyclage des maitres d'italien'' are presented here. These hypotheses came from three teams of teachers working from different perspectives on sets of lessons for beginners of all ages. Each team's operative assumptions, type of text, guiding principles, presentation and use of the texts and activities are discussed and illustrated with examples in Italian. The objective of the first team was to train beginning students to understand elementary Italian and to answer short questions in the language about simple situations suggested by a prepared text. The second team's desire to motivate students led to their choice of an animated cartoon as the basic text. Each lesson comprised six points: the presentation, descriptive text, grammar, structure exercises, vocabulary and conversation. The third group chose a film because this medium seems to allow for more active communication. An evaluation, including specific positive and negative criticisms of each approach and an indication of future perspectives, concludes the paper. (AMH)

ED 163 836 HE 010 514

Statistical Study of Higher Education in Europe, 1970-1975.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
Pub Date-78
Note-220p.; Text in both English and French; Not available in hard copy due to marginal legibility of original document
Available from-European Centre for Higher Education, 39 Rue Stirbey Voda, Bucharest, Rumania
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Majors, College Programs, College Students, *Comparative Education, Educational Status Comparison, *Enrollment Trends, *Foreign Countries, Foreign Students, *Higher Education, Statistical Data, Student Characteristics, Trend Analysis
Identifiers-Canada, *Europe, Israel

Statistical data are presented on trends in higher education from 1970-1975 in 35 European countries and the United States and Canada. A general analysis of student enrollment is provided from the point of view of its overall development, the relations of the numbers to the total population, part-time students, and enrollment by sex. The study considers the distribution of students by age and education ratios, and the distribution of numbers by program levels and branches of study. Data on foreign students are also included. Appended are three detailed statistical tables giving all available data for each country from 1970 to 1975 on: teaching personnel and student numbers by types of institutions, the distribution of students and graduates according to the level of programs and fields of study. Information is included on the United States, Canada, and Israel since UNESCO has included them in the Europe region. (SW)

ED 163 855 HE 010 674

Alaska High School Seniors Survey Report 1977-78.
Alaska State Commission on Postsecondary Education, Juneau.
Pub Date-Aug 78
Note-49p.
Available from-Alaska Commission on Postsecondary Education, Pouch F, Juneau, Alaska 99811
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Aspiration, Career Choice, *College Bound Students, *College Choice, Decision Making, Higher Education, *High School Students, Learning Experience, Migration Patterns, Participant Satisfaction, Questionnaires, Residential Patterns, *Seniors, State Surveys, Student Characteristics, *Student Mobility
Identifiers-*Alaska

A survey of high school seniors was conducted in Alaska to provide a profile of Alaskan seniors and their postsecondary plans. A written questionnaire, consisting of 17 questions, was sent to all public secondary schools identified as having a twelfth grade and to all senior correspondence students. Responses represented 47 of the 51 districts, and 68 of the 96 schools with a twelfth grade. Of the total 5,123 seniors identified, 2,499 returned the questionnaire. Four types of variables of questions were included: demographic characteristics of the student, high school experiences, postsecondary plans, and detailed plans of respondents planning or pursuing some type of postsecondary education. Two specific questions that were analyzed are: how seniors planning to attend differ from those who are not, and where seniors planning to go to college intend to go and what factors enter into that choice. Seniors were found to be quite satisfied with their high school experiences, but a large number feel in need of additional assistance or education in deciding on a career or education, improving mathematics skills, expressing their ideas in writing, and improving reading skills. The great majority of seniors who plan to pursue education at a postsecondary level plan to leave Alaska. A sample survey form is appended. (SW)

ED 163 917 IR 006 394

Czuchry, Andrew J. And Others
Digital Avionics Information System (DAIS): Reliability and Maintainability Model. Final Report.
Dynamics Research Corp., Wilmington, Mass.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-2(I)
Pub Date-Apr 78
Contract-F33615-75-C-5218
Note-65p.; For related document, see ED 148 328
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Aviation Technology, *Electronic Data Processing, *Equipment Maintenance, Information Systems, *Life Cycle Costing, Maintenance, Management Systems, *Models, Systems Approach
Identifiers-*Digital Avionics Information System, Military Planning
The reliability and maintainability (R&M) model described in this report represents an important portion of a larger effort called the Digital Avionics Information System (DAIS) Life Cycle Cost (LCC) Study. The R&M model is the first of three models that comprise a modeling system for use in LCC analysis of avionics systems. The total system will provide the Air Force with an enhanced in-house capability to incorporate LCC considerations early in the system acquisition process. As part of the overall modeling system, the R&M model provides estimates of failure rates, maintenance manpower requirements, support equipment requirements, and spares requirements which are used to generate estimates of system support costs. When operated in a stand-alone mode, the R&M model can be utilized to analyze the impact of various avionics design configurations on system support requirements. This report describes the R&M model in detail. The technical approach is discussed in general and then specific terms. Particular attention is given to the analysis that led to the model specification and to the model's functional description in terms of input, output, and process. A specific example calculation is given to illustrate how the model can be utilized to conduct an R&M study. (Author)

ED 164 033 JC 790 039

Faculty Teaching Load. Community Colleges, Fall 1978.
Hawaii Univ., Honolulu. Community Coll. System.
Report No.-CC-IRP-116
Pub Date-Dec 78
Note-48p.; Parts may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Classes (Groups of Students), *Class Size, *College Faculty, Community Colleges, Courses, General Education, *Junior Colleges, *Productivity, Student Teacher Ratio, Tables (Data), *Teaching Load, Vocational Education
Identifiers-*Hawaii, Weekly Student Contact Hours

Faculty teaching loads in the Hawaii Community College System are considered in terms of average semester hours taught, average hours in contact with students, and class size, and as reflected by registration information of students in regular credit programs. Several factors affected teaching loads in Fall 1978: enrollments were lower than in the previous two years, there were more part-time students, and full-time students generally carried lighter credit hour loads; additionally, the full-time equivalent (FTE) count of faculty was higher than in previous years. Data showed that while more courses were offered in Fall 1978, with corresponding increases in instructor semester and contact hours, student registrations and student semester and contact hours were lower than in the previous three semesters. The study also revealed that the number and proportion of classes with ten or fewer students increased by 23% over the previous fall; that on an average class sizes were smaller; and that class sizes in general education courses remained larger than in vocational education courses. Teaching loads were lower than the previous fall: average student hours were 13.3 for the system; weekly instructor contact hours were 16.1 for the system; faculty-student ratios had decreased to 1:21. Tabular data are provided for each campus and the system as a whole. (MB)

ED 164 053 JC 790 061

Follow-up Surveys of College Graduates: Procedures and Common Core of Questions. Two-Year Institutions.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-Jul 78
Note-74p.; Charts on page F-3 of the document may not reproduce clearly due to small print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Followup Studies, *Graduate Surveys, Guidelines, *Institutional Research, Junior Colleges, *Postsecondary Education, *Questionnaires, Research Design, *Research Methodology, Research Problems, Vocational Followup

Techniques and procedures for conducting graduate follow-up surveys are summarized. Initial considerations include: survey objectives, standardization of questions, differentiating follow-ups from alumni campaigns, those who need the information, those who have responsibility for the survey, and various populations to be surveyed. Specific issues on survey content that relate to follow-up surveys are respondent identification, demographic data, updated addresses for respondents, and use of self-coding responses. The advantages of the entire population and random sample surveys are considered, as well as when during the year to conduct the survey. Practical suggestions stress up-to-date address files, timing of mailings, cover letters, postage, costs, computer processing, non-response bias, telephone checks, and checking for differences on demographic characteristics and between early and late respondents. Use and distribution of the survey results to interested parties are also explored. A common core of questions focusing on demographics, employment and educational attainment, and evaluation of programs is presented. Appendices contain occupational classification system categories, a suggested hand-out to give students before graduation, a cover letter for the survey, bulk mailing instructions, a procedure for sequential non-respondent sampling, and a bibliography. (MB)

ED 164 150 RC 010 722

Navajo Health Authority: Accomplishments Future Goals.
Navajo Health Authority, Window Rock, Ariz.
Pub Date-Jul 75
Note-21p.
Available from-Navajo Health Authority, Box 643, Window Rock, Arizona 86515 ($1.80)
Document Not Available from EDRS.
Descriptors-*American Indians, Community Health Services, Cultural Background, Family Health, Family Planning, *Health, *Health Education, Health Needs, Health Occupations, Information Centers, Manpower Needs, Medical Research, *Medical Services, Nurses, Preventive Medicine, Professional Continuing Education, *Reservations (Indian), Rural Areas, Scholarships
Identifiers-Folk Medicine, *Navajo (Tribe), *Navajo Health Authority

Accomplishments of the Navajo Health Authority (NHA) since it began in 1972 are presented in synopsis form in a report of programs underway at Window Rock and Shiprock, along with NHA goals: to promote development of Navajo Health manpower, preventive medicine, health education, and native healing sciences. After a brief review of executive and administration and support services accomplishments, the report focuses on Window Rock programs: Allied Health, Office of Student Affairs (scholarships, health careers recruiting, Summer Work Experience Program for high school and college students in health-career settings), Health Education, Nursing Education (including rural critical care training), Emergency Medical Services (development of a comprehensive system), Health Statistics and Research (only tribal office of health statistics in the U.S.), Native Healing Sciences, and Navajo Comprehensive Health Planning Agency. Programs at Shiprock include a Family Planning Program, Family Health Center, Media Center (medical library, information dissemination), and Preventive Medicine. There are tables on these topics: number and type of students supported by year and funding source; number of students in various programs administered by Office of Student Affairs; data on veterinary aid workshop graduates and emergency medical technician training courses; number, type, and ethnic background of reservation nurses and physicians. (RS)

ED 164 168 RC 010 957

Outdoor Education, A Bibliography of ERIC Documents. Supplement No. 8.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-54p.; Parts may not reproduce clearly due to print quality
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-069, $3.75)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Bibliographies, Camping, Ecology, *Elementary Secondary Education, Environmental Education, *Experiential Learning, Handicapped, Higher Education, Natural Resources, *Outdoor Education, Physical Education, Program Descriptions, Research Needs, *Resource Guides, Sensory Experience, *Subject Index Terms, Teaching Guides
Identifiers-Adventure Education, *Outward Bound

A supplement to eight previous publications, this bibliography includes recent resource materials, research findings, and developments in outdoor education. Citations are derived from the June 1977-June 1978 issues of Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The bibliography is divided into two major sections covering RIE and CIJE citations. Each section is preceded by a subject index. Among the subjects listed in the RIE subject index are the following: adventure education, ecology, environmental education, experiential learning, handicapped, orienteering, Outward Bound, program development, program evaluation, program planning, recreation, residential programs, sensory experience, and site development. Document types found in this bibliography include the following: bibliographies, directories, guides, program descriptions, and resource and teaching guides. Among the subjects listed in the CIJE subject index are the following: botany, camping, death, ecology, environmental education, experiential learning, field trips, handicapped, higher education, land use, marine biology, natural resources, physical education, recreational activities, research needs, science activities, teacher education, and urban studies. There are 49 citations listed in the RIE section and 75 citations listed in the CIJE section. Ordering information and a list of the 16 ERIC clearinghouses are included. (JC)

ED 164 187 RC 011 006

Ogletree, Earl J. Mandujana, Jerry
Cognitive Style of Mexican-American Children.
Pub Date- 75
Note-7p.; Not available in hard copy because of poor print quality of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Acculturation, *Cognitive Style, *Cultural Factors, Economically Disadvantaged, Grade 1, Grade 2, *Mexican Americans, Primary Education, *Sex Differences, *Social Factors
Identifiers-Child Rating Observable Behavior Inventory, *Field Dependence Independence, Illinois (Chicago)
In order to test previous research findings indicating that the degree of field dependency or independency in children is a function of culture, social class, sex, and age, this study sought to determine the relationship of sex and age to the cognitive style of Mexican American first and second graders from a Chicago school. Thirty two Mexican American children were randomly selected from a population of 75; the sample included equal numbers of first and second graders and boys and girls of ages seven and eight years. The school was located in a predominately Mexican American but ethnically mixed community. The Child Rating Observable Behavior Inventory was used to determine field dependency. The study was conducted over a three month period. The results showed a significantly higher percentage of Mexican American children were field dependent. Girls were also more field dependent than boys. The findings suggest that cognitive style is a function of age, maturation, and sex, of which the latter two factors are influenced by culture and social class. They further suggest that teachers must give greater attention to the cognitive style differences of children from divergent cultural backgrounds. (Author/RC)

ED 163 895 IR 005 873

Myrberg, Mats

Experience and Paradigms in the Application of Educational Technology.

Pub Date-77
Note-21p.; Paper presented at the 1976 Scandinavian Workshop/Seminar on Educational Theory and Educational Technology: Questions and Cases (June 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Education, *Comparative Education, *Conceptual Schemes, Educational Development, *Educational Technology, Foreign Countries, International Programs, *Policy Formation, Systems Development
Identifiers-Finland, Norway, NOVU Project, Sweden

A regional workshop with participants from Norway, Finland, and Sweden held in June 1976 analyzed the concept of educational technology as it is reflected in a Nordic project on the use of educational technology in adult education the "NOVU" project with the help of a scheme suggested by the 1975 Strasbourg workshop on educational technology. This report also includes discussion of alternative paradigms of educational technology, the different theoretical bases of educational technology, and their implication for educational practice, and the distinction between different conceptions of educational technology. (Author/RAO)

ED 163 942 IR 006 494

Guyatt, Joy

The Role of the University's Library Resources in Teaching and Learning in the Department of Government.

Queensland Univ., Brisbane (Australia). Teritary Education Inst.
Pub Date-Oct 76
Note-77p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Curriculum Planning, Educational Objectives, *Faculty, Information Needs, Interprofessional Relationship, Library Materials, Library Reference Services, *Library Role, Surveys, Tables (Data), *Undergraduate Students, *University Libraries, *Use Studies
Identifiers-*Australia (Brisbane)

A comprehensive report of a six-month study that investigated the way the Department of Government at the University of Queensland used the university's library resources is presented. Groups participating in the study (students, library staff, and faculty) are identified, and the methods of data collection are explained. Over 40 data tables provide the objective findings. Conclusions drawn from the study include ideas for establishing teaching objectives for courses, developing the accessibility and availability of appropriate library materials, and increasing communication between library and academic staff. (JD)

ED 163 990 IR 006 753

Hounsell, Dai And Others

Bibliographic Services in Education: A Survey and Analysis of Secondary Services in the United Kingdom.

Lancaster Univ. (England). Centre for Educational Research and Development.
Spons Agency-British Library, Londor (England). Research and Development Dept.
Report No.-BL-R&D-5447
Pub Date-Sep 78
Note-73p.; Report to the British Library Research and Development Department on Project SI/CT/011; Bibliography and some appendices illegible ; Reproduced from best copy available
Available from-Centre for Educational Research and Development, University of Lancaster, Lancaster LA1 4YL England (1.50 British pounds)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Abstracts, *Comparative Analysis, *Directories, *Education, Evaluation Criteria, Evaluation Methods, Foreign Countries, Graphs, Indexes (Locaters), *Information Services, Periodicals, Surveys, Tables (Data)
Identifiers-*Selective Dissemination of Information, *United Kingdom

The results of a survey are reported in two parts: (1) the compilation of an annotated inventory of recurrent secondary services in education produced in the United Kingdom abstracting, indexing, and current awareness services; and (2) detailed analyses of the important characteristics of timelag, coverage, physical format, and entry format in the four principal services British Education Index, Research into Higher Education Abstracts, Sociology of Education Abstracts, and Technical Education Abstracts. (Author/MBR)

ED 164 014 IR 007 049

Criteria for Reviewing Educational Products. Product I: NIE Products on Instructional Materials Selection.

Educational Products Information Exchange Inst., New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-75-0023
Note-146p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-27: $6.00 plus $0.60 postage)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Curriculum Development, *Educational Resources, Educational Technology, *Evaluation Criteria, Instructional Materials, *National Surveys, *School Districts, Selection, *State Departments of Education, *State of the Art Reviews

Three papers addressing the topic, "Toward Consensus on Minimum Criteria for Educational Products" provide a state-of-the-art review of useful criteria for evaluating educational products in part I of this report. The second part is a summary and comparison of the research findings of two EPIE surveys on selection criteria being used by state and local educational agencies across the United States. The original survey was conducted in 1969 and updated in 1976. (Author/CMV)

JC

ED 164 073 JC 790 084

Gullo, Philip T. McDaniel, Walter A.
Economic Industrial Survey of Atlantic County.
Atlantic Community Coll., Mays Landing, N.J.
Note-44p.; Tables in small type have been deleted from the document, enlarged, and reinserted on the page following their original position
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cooperative Education, Economic Climate, *Economic Research, Educational Background, *Employer Attitudes, Employers, Employment Opportunities, *Employment Qualifications, Employment Trends, Industrial Personnel, Junior Colleges, *Labor Market, Manpower Needs, Occupational Information, *Occupational Surveys, School Industry Relationship
Identifiers-New Jersey (Atlantic City)
Of the 116 firms involved in an economic industrial survey of Atlantic County (New Jersey), 92 (78%) firms responded. The major activity of 91% of the responding firms was of the light industry type, within which there was some diversity. Findings of the study include the following: a greater number of full-time employees were employed than part-time employees (7,931 vs. 129); 59% of the firms indicated that the number of employees was stable as compared to the prior year; 22% indicated an increased number of employees, with the mean turnover rate being 10%; and most employees received an hourly wage. With respect to employee education, the respondents indicated the following: 66% of the firms indicated that less than 10% of their employees had some form of postsecondary education; 55% indicated that the desired level of education for entry was a high school diploma; 79% of the firms did not compensate employees for obtaining additional education; and 34% expressed a positive view of job-oriented education at the community college level. When asked about participating in Atlantic Community College's Cooperative Education Program, the majority indicated a desire for additional information before making a decision. The study revealed a broad range of occupational fields open to associate degree holders. Several local industries were not included in the study. The survey instrument is appended. (MB)

ED 164 092 PS 010 253

Dodge, Kirsten, Ed.
The Seriously Ill Child. Child Health and Safety Series (Module V).
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-40p.; For related documents, see PS 010 241, PS 010 246, PS 010 248, and PS 010 252-56 ; Photographs may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Care Centers, *Child Care Workers, *Death, *Diseases, Elementary School Students, Family Day Care, *Health Education, *Health Guides, High School Students, *Instructional Materials, Parent Reaction, Postsecondary Education, Preschool Children, Teacher Role
Identifiers-*Serious Illness
Psychological and social dimensions of serious illness among children are discussed in this manual for child care personnel in day care homes and centers. Parental feelings and reactions such as denial, anger, guilt, blaming, searching for a cure, more anger and acceptance are outlined. The feelings and attitudes of the preschool child, elementary school child and teenager are indicated. The role of the careperson is defined in terms of thinking seriously about one's own attitudes and feelings, being aware of and dealing with the attitudes and actions of other children, the day-to-day management of the seriously ill child within the day home or center setting, helping the intermittently hospitalized child, and consulting with parents on continuity between school, home and hospital. An appendix lists serious diseases and briefly describes them. (A slide/sound presentation and pamphlets were produced in conjunction with this manual.) (RH)

ED 164 110 PS 010 293

Hayden, Alice H. And Others

Mainstreaming Preschoolers: Children with Learning Disabilities. A Guide for Teachers, Parents, and Others Who Work with Learning Disabled Preschoolers.

Contract Research Corp., Belmont, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31117
Pub Date- 78
Contract-105-76-1139
Note-140p.; For related documents in this series, see PS 010 286-292 ; Parts in colored ink may not reproduce clearly
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00035-9, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Child Development, *Handicapped Children, *Instructional Materials, Learning Activities, *Learning Disabilities, *Mainstreaming, Parent Education, Parent Teacher Cooperation, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Teachers, Teaching Guides, Teaching Methods
Identifiers-*Project Head Start

This guide to mainstreaming preschoolers with learning disabilities is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance with a handicapped child are listed. Chapter II looks at definitions of learning disabilities and describes the behavioral characteristics of various learning disabilities. An observation checklist and general guidelines for recognizing problems for referral are included. Chapter III briefly describes development in learning disabled and non-handicapped children and discusses some of the observable behaviors exhibited by learning disabled children in six skill areas: motor, visual, auditory, communicative, cognitive, and social skills. Chapter IV focuses on planning, arranging classsrooms and teaching mainstreamed learning disabled children. Chapter V describes how parents and teachers can work together while Chapters VI and VII provide information on professional sources of help. Notes on screening and diagnosis are appended. (CM)

ED 164 131 PS 010 334

Randel, Josephine Elovson, Allana

Follow-up Study of School Children and Families Enrolled in San Diego Home Start During Their Preschool Years.

Pub Date-Oct 78
Note-78p.; Appendix has been filmed from best available copy ; Information provided by San Diego Home Start
Language-English; Spanish
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Academic Achievement, *Early Childhood Education, *Economically Disadvantaged, *Followup Studies, Interviews, *Parent Attitudes, *Program Effectiveness
Identifiers-Home Start Program, Peabody Individual Achievement Test

The later school achievement of San Diego Home Start children and their parents' retrospective attitudes about the value of the Home Start program were examined in this study. The Peabody Individual Achievement Test (PIAT) was administered to 32 children in grades K-3 whose families had participated in the Home Start program. Since no control group was used, the children's PIAT scores were compared to national PIAT norms which showed them to be functioning at the 54th percentile in math and the 48th percentile in reading. When compared to the lower mean percentiles (on the California Assessment Program reading test) of the schools the children were attending this PIAT reading percentile was interpreted as showing that the Home Start children were performing exceptionally well. The program children's low rate of grade retention and low rate of placement in special education in comparison to children in similar programs was also seen as evidence of positive effects of the Home Start program. Results of parent interviews are reported for: (1) parent attitudes about the usefulness of the information provided by Home Start in areas of child development, nutrition, community resources, health, and safety; (2) home practices related to these areas; (3) parent attitudes about their children's progress in school; and (4) school/home linkage efforts. (Author/SE)

ED 163 875 HE 010 743

Brooks, Glenwood C., Jr. Sedlacek, William E.
Characteristics of Black Undergraduate Students at the University of Maryland, College Park, 1968-69. Research Report No. 1-69.
Maryland Univ., College Park. Cultural Study Center.
Pub Date-69
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Attitudes, *Black Students, *College Students, Higher Education, Institutional Research, *Racial Differences, Research Projects, School Surveys, State Universities, *Student Attitudes, *Student Characteristics, Undergraduate Students
Identifiers-*Maryland University College Park
Information about the characteristics of black undergraduate students at the University of Maryland was obtained from the 1968 University Student Census, an activities and attitude inventory administered to all undergraduates registering for nine credit hours or more. The 366 respondents represent a majority (67 percent) of the black undergraduate student body of 554. The sample was comprised of 52 percent male and 48 percent female, and the class breakdown was 43 percent freshmen, 28 percent sophomores, 9 percent seniors, and 2 percent no classification. Black undergraduates were more concerned with studying efficiently and earning satisfactory grades than were non-blacks. Blacks were also more certain of their career goals, although they felt a greater need for educational counseling. Blacks and non-blacks felt faculty were interested in them, and were sufficiently available for assitance with class work. Blacks considered financial problems to be the main reason they may have to withdraw from school. Blacks were more interested than non-blacks in student organizations (other than fraternities and sororities). Fewer blacks owned cars, and more lived on campus than non-blacks. Blacks dated less, visited the Student Union more, and watched TV more. (SW)

ED 163 967 IR 006 633

Auster, Ethel Lawton, Stephen B.
Educational Information System for Ontario. Interim Report, March 1975-February 1976.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-76
Note-251p.; For related documents, see IR 006 633-635
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Annotated Bibliographies, *Educational Resources, Evaluation, Expenditures, Information Dissemination, *Information Systems, On Line Systems, *Organization, Questionnaires, Records (Forms), Systems Approach, Tables (Data), Training, *Use Studies
Identifiers-*Educational Information System for Ontario
This interim report of the EISO project concentrates on the early phases of the project responsible for the operation of an online bibliographic search service for educators in Ontario. Implementation of services involved providing access to data bases maintained by SDC and Lockheed through a terminal located in the Ontario Institute for Studies in Education (OISE) Library: making available copies of documents cited in computer generated bibliographies; and training consultants to help clarify and negotiate requests from users in the North Bay area of Ontario. This report reviews relevant literature on information centers, intermediaries, and changes in education, and describes the social effects of integrating EISO into OISE. The training program for Educational Information Consultants is evaluated. The business systems, designed to account for the financial aspects of the service, are outlined, and an actual user's experience negotiating a search request is provided. The theoretical models utilized in EISO's set-up are outlined in detail. Data collected for user studies are included together with preliminary findings. Appendices include sample time lines, job descriptions, data collection instruments, business forms, publicity items, and project training programs. (Author/MBR)

ED 164 206 RC 011 032

Factor, Susannah
Loca, Eco Tentokerkvtes (Terrapin Race).
East Central State Coll., Ada, Okla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-29p.
Language-Seminole; English
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*American Indian Languages, Art Materials, *Bilingual Education, Childrens Books, *Childrens Literature, Elementary Education, *Illustrations, *Instructional Materials, Reading Materials
Identifiers-*Coloring Books, *Seminole (Language), Seminole (Tribe)
Developed as part of the Seminole Bilingual Education Project, this story and coloring book presents the story of "The Terrapin Race" in both Seminole and English. Right-hand pages offer full-page illustrations for students to color; left-hand pages contain a brief narrative in the two languages in large type. The book uses the sounds which the elementary students have been taught; therefore, the spelling of some words is not that found in the Creek Dictionary for example, the words "lucv" ("loca") and "ecu" ("eco"). (Author/RS)

ED 164 225 RC 011 065

Coombs, Madison

Policy Making in a Crucible The Federal Experience in Indian Education, 1950-70.

Pub Date-Aug 76
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Acculturation, Agency Role, Biculturalism, *Educational Policy, Educational Programs, *Elementary Secondary Education, Federal Programs, *Government Role, Government School Relationship, Leadership, *Policy Formation, Special Programs, Treaties, Tribes, *United States History
Identifiers-*American Indian Education, *Bureau of Indian Affairs, Coleman Report, Federal Indian Relationship, Navajo (Tribe)

The period from 1950 to 1970 was no exception to the historical rule of how federal policy decisions regarding Indian education have been made. Regardless of the influences, policy decisions have always been made under pressing circumstances, usually without benefit of long-range planning, and choices have often been made from among equally undesirable alternatives. The many administrative turnovers in the Bureau of Indian Affairs and the White House changed both direction and emphasis of Indian education. The favorite projects of one administration became legacies to the next, further complicating matters. The late 1960's were a particularly turbulent period in the history of Indian affairs. Legitimate concerns about over-emphasis of acculturation and dissatisfaction with educational attainment formed the basis of much criticism of Indian education, which was concentrated in the well-publicized Kennedy Report. The Coleman Report and the National Study of Indian Education could have helped clarify the issues but they were largely ignored. The future of Indian education was uncertain going into the 1970's. The issue of control of schools obscured that of quality of education. While Indian people clearly aspired to do well in the modern world, no one had determined what they wanted in the way of education. (SB)

ED 164 244 RC 011 096

Nelken, Ira
Final Report Secondary Impact Study.
Nelken (Ira) and Associates, Inc., Chico, Calif.
Spons Agency-California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
Pub Date-1 Sep 78
Note-36p.
Available from-Ira Nelken & Associates, Inc., 315 Orient Street, Chico, California 95926 ($4.00 each for 1-4 copies; $3.65 each for 5-9 copies; $3.20 each for 10 or more copies)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Preparation, Comparative Analysis, Dropout Prevention, *Enrollment, Graduates, Guidance, *Migrant Education, Migrants, *Migrant Youth, Part Time Jobs, Program Effectiveness, *School Holding Power, *Secondary School Students, Seniors, Sex Differences, Student Employment, Vocational Interests, *Work Study Programs, Youth Employment
Identifiers-*California
The Special Secondary Impact Program instituted in 14 California secondary schools provided counseling and part time jobs to migrant students to help them stay in school long enough to graduate. The study examined the program's effect on inter- and intra-state migrant secondary school students. Variables measured migrant enrollment, migrant enrollment in various types of courses (vocational, college and university preparatory, and other classes), and number of migrant students graduating. Each target school was paired to a comparison school with like population size, migrant impaction, and socio-economic description; migrant students participating in the work study program were compared with other migrants in their own schools as well as in the comparison school. Data were developed from 1975 through 1978. In 1977-78 substantial enrollment increases for migrant students were noted at the target schools. No change in number of school enrollment days for students participating in the program was seen. Participation in work study seemed to increase the proportion of college preparatory classes taken in high school by a student as well as the proportion of vocational classes taken by a female student. For all three years target schools had greater percentages of migrants graduating; tables and graphs suggest that the target migrant students graduated more often than the comparison students. However, all three groups of migrants graduated with approximately the same degree of frequency in 1977-78. (DS)

ED 163 774 FL 009 865

Chapman, Robin S. Kohn, Laurence L.

Comprehension Strategies in Two and Three-Year-Olds: Animate Agents or Probable Events? Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, *Cognitive Development, Comparative Analysis, *Comprehension Development, *Language Development, Language Research, *Linguistic Performance, Longitudinal Studies, Preschool Children, Psycholinguistics, Sentence Structure, Verbal Development

A study was conducted to determine whether children give evidence of using any of six comprehension strategies and whether children of same- and different ages use different strategies. It was studied how comprehension performance can best be predicted by other facts about the child, including his language and his language input. The six comprehension strategies are: child as agent, probable event, animate noun as agent, relative object size, position bias, and word order. Of particular interest is whether the "animate agent" strategy can be shown to exist rather than the competing explanations of "relative object" size preference or, for some sentences, a judgment that the animate toy as agent is simply the more "probable event." Twenty-five children, eight aged 24-25 months, 10 aged 30-32 months, and seven aged 36-44 months, were studied in two to five 30-minute testing sessions in a small playroom with the mother present. Free speech samples for mother and child during free play, and the child's comprehension of the noun vocabulary to be used in a test with 24 toys were evaluated. The child's comprehension of 36 semantically reversible sentences was then tested by telling him "do what I say" and presenting the appropriate two toys as a sentence was spoken. The study did not find evidence for the "child as agent" strategy or the "relative object size" strategy. Word order strategies emerged as the first linguistic generalizations to be systematically applied across all the sentences of the study. (SW)

ED 163 795 FL 009 905

Kalifornsky, Peter
Ch'enlahi Sukdu (The Gambling Story).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-74
Note-14p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($.75)
Language-English; Athapascan
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, Elementary Secondary Education, *Folk Culture, *Instructional Materials, Language Instruction, *Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages
Identifiers-Alaska, *Tanaina Athapascan

This reader is intended for use in a bilingual education setting and is geared toward students who are competent speakers of Tanaina Athabaskan with a knowledge of the writing system. The story is about a favorite Tanaina game and the way it used to be played. The text is in an interlinear translation format and is followed by a free English translation. A table of the Tanaina alphabet and a display of the sound system are appended. (AMH)

ED 163 837 HE 010 520

Braveman, Marilyn

Beyond Bakke. Our Stake in the Urban Condition. Pertinent Papers No. 2.

American Jewish Committee, N.Y. Domestic Affairs Dept.
Pub Date-Oct 78
Note-10p.
Available from-American Jewish Committee, 165 East 56 Street, New York, New York 10022 ($0.25 single copy, quantity discounts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Admission Criteria, *Affirmative Action, Civil Rights, College Admission, Equal Education, Guidelines, Higher Education, Law Schools, Medical Schools, *Minority Groups, Professional Education, Program Descriptions, *Quotas, Student Recruitment, *Supreme Court Litigation, Trend Analysis
Identifiers-*Bakke Case, Diversification, Medical College of Ohio, Michigan State University, *Selective Admission, Temple University School of Law PA

An explanation of the Bakke case, traditional admissions procedures, current trends and descriptions of six highly selective current programs and their admissions criteria are presented. In the Bakke case, the Supreme Court held that universities may not set quotas, i.e., reserve fixed numbers of places for blacks or members of other minority groups. The Court declared that race may be considered as one factor in developing a diversified student body, and affirmative action efforts are not illegal as long as candidates are evaluated on an individual basis and no quotas are set. Criteria that colleges and universities use in admission decisions are academic achievement and potential, motivation of the student, and the needs of the institution, particularly its desire for a diversified student body. Today most colleges and universities agree that nonacademic experiences such as work or overcoming hardship should count for a great deal, as should appropriate innate skills and human qualities. Of the six school programs that are described, two medical schools and one law school chose not to be identified by name. The other three programs that are described are The College of Human Medicine, Michigan State University; The Medical Coilege of Ohio; and Temple University School of Law of Philadelphia. These examples suggest some general guidelines for affirmative action efforts while maintaining fairness and academic integrity and obeying the legal mandate of the Bakke decision. Recommendations are listed for recruitment, financing, and admission procedures. (SW)

ED 163 856 HE 010 675

Frieze, Irene Hanson

Women's Assessment of Their Academic Competence.

Pub Date-1 May 78
Note-33p.; Guest lecture on the Development of the Person in the Context of Higher Education Lecture Series, California State University (Dominguez Hills, Carson, California)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Adult Students, *Attribution Theory, Expectation, Failure Factors, *Females, Higher Education, Literature Reviews, Models, Performance, Psychological Characteristics, *Self Concept, Self Esteem, Sex Differences, Sex Stereotypes, *Success Factors, Womens Education
Identifiers-*Competence, *Reentry Students

Research indicates that most women continue to avoid achievement or excellence in careers considered to be masculine'' fields. One reason for this appears to be that even highly motivated women lack confidence in their abilities and are discouraged from seeking demanding careers by others. Recently, a growing number of older reentry'' women are entering college. These women have an even greater difficulty developing a positive view of their academic competence. Extensive research has demonstrated the importance of attributions or beliefs about why success or failure occurs in understanding achievement-oriented behavior. Ability, effort, motivation, luck, difficulty of a task, and outside help or hindrance are among the causal attributions that can be made. Models in the literature are examined that conceptualize the the attributional process and discuss causal attributions and general expectations for women, the perpetuation of existing expectancies, and women's own expectations and the attribution of causes of one's own performance. It has been found that reentry women tend to feel insecure about their academic competence and that the housewife role may have added to this. Additional problems include feelings of guilt, and the reactions of others to their reentry, including family, classmates, and instructors. Reentry women appear to have three basic needs: training in basic academic skills such as how to write papers; adequate child care; and women in similar situations with whom they can talk. (JMD)

ED 163 896 IR 005 965

Pralle, Ruth I.
Alternatives and Implications for On-Line Searching: A Working Paper.
Wisconsin Univ. - Stout, Menomonie. Media Retrieval Services.
Pub Date-22 Mar 78
Note-56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Comparative Analysis, *Data Bases, Expenditures, Fees, Interlibrary Loans, *Library Services, *On Line Systems, Personnel, Tables (Data), University Libraries

Questions related to the expansion of online bibliographic searching at the University of Wisconsin-Stout are examined. A brief review of the literature on why libraries search online is followed by a discussion of the specific situation at Stout where the ERIC data base is the only online service currently used. The variety of online data bases leads to a comparative analysis of data base subject coverage. Rates charged by the major vendors Lockheed, SDC, and BRS for online searching, based on online connect time, off-line printing, telecommunications, rates for data bases searched (including discount), training personnel, search aids, hardware, and publicity, are analyzed. Software features offered by these vendors are reviewed, with a discussion of desirable system features, e.g., online aids, and output formats. An evaluation of vendor services is included, as well as an examination of search services using the resources of other libraries. The implications of online searching in terms of staffing, effect on interlibrary loan, and the question of charging patrons for the service are also considered. (MBR)

ED 163 918 IR 006 395

Thota, Vykuntapathi
Management by Objectives through P.I.E. Approach to Individualizing Instruction.
Pub Date-Apr 78
Note-12p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Flow Charts, Guidelines, *Individualized Instruction, *Individualized Programs, *Management by Objectives, *Models, *Program Evaluation, *Program Planning
A brief discussion of the importance of management by objectives in business is followed by a do-it-yourself model incorporating the principles of P.I.E. Planning, Intervention, Evaluation and a list of key points to be covered in the early part of the program between the Teacher-Manager and the Student-Manager. (CMV)

ED 163 919 IR 006 402

Morgan, Frank
First of All, See the Programme: A Critique of "Using Television" in the Social Sciences Course, "Making Sense of Society."
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-77
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Television, Evaluation, *Higher Education, Programing (Broadcast)
Identifiers-Open University
"Using Television," a studio program in the Open University course "Making Sense of Society," was designed to increase student understanding of the nature of television material. The purpose of this critique is not so much to pass summary judgement on this particular program as to generate some formative ideas that might be used to improve the production and use of similar programs made in the future. Specific references to program details are included. (Author/RAO)

ED 163 943 IR 006 503

Korty, Margaret Barton

Audio-Visual Materials in the Church Library: How To Select, Catalog, Process, Store, Circulate, and Promote.

Church Library Council, Riverdale, Md.
Pub Date-78
Note-108p.
Available from-Church Library Council, 5406 Quintana Street, Riverdale, Maryland 20840 ($4.95 prepaid)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Audiovisual Aids, Bibliographies, Cataloging, *Library Administration, Library Circulation, Library Material Selection, *Library Technical Processes, *Manuals, Publicize, Records (Forms), Storage, Volunteers
Identifiers-*Church Libraries

A product of many years experience in a small volunteer church library, this manual is a comprehensive tool for the administration and treatment of audiovisual materials for similar library situations. Administrative concerns personnel, budget, and procedures are the focus of the first section. The whole range of general activities, from selection of appropriate materials, through their processing to their promotion, is covered in the document's second and longest section, with samples of record forms used. Then each type of audiovisual aid, e.g., films, slides, maps, and globes (11 groups in all), becomes the subject of its own chapter, where it receives more specific attention based on the pattern of treatment established in the general discussion. Sample catalog cards are used to illustrate different cataloging methods appropriate to each kind of material and bibliographies and sources for the medium conclude each chapter. An index to the whole document is included at the end. (JD)

ED 164 034 JC 790 041

Shannon, William G.
A Survey of International/Intercultural Education in Two-Year Colleges 1978.
Charles County Community Coll., La Plata, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-85p.; Some pages marginally legible due to print quality
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-College Curriculum, Community Colleges, Curriculum Enrichment, *Intercultural Programs, International Education, *International Educational Exchange, International Programs, *International Studies, *Junior Colleges, National Surveys, *Program Descriptions, Technical Institutes
The objectives of this study were to identify international/intercultural programs and activities of community and technical colleges across the nation, to encourage replication, and to suggest ways of strengthening these programs. Over 200 colleges responded to a request for information. Generally, community colleges were seen to offer a wide variety of international programs and services with emphasis being placed on citizen education related to foreign policy development, the dynamics of world trade, economic interdependence, and cultural exchanges. Two types of courses were identified: (1) those that were specifically international and/or intercultural, e.g., study abroad, faculty exchange, foreign languages, area studies, and technical assistance to other nations; and (2) those that can be modified to have an international dimension with an infusion of certain elements, e.g., social studies, political science, economics, and the arts. Nonetheless, potential for even greater and more extensive service to students, communities, and the nation was revealed. The document presents descriptions of exemplary programs with international or ethnic/cultural emphasis, and other examples. Appendices contain lists of National Advisory Council members and of other international activities not reviewed in this report. (MB)

ED 164 054 JC 790 062

Schwartz, Audrey James

Is Thirteen a Lucky Number?: Finance and Control of California Community Colleges.

Pub Date-1 Dec 78
Note-12p.; Paper presented to the University of Southern California Chapter of Phi Delta Kappa (Los Angeles, California, December 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, Declining Enrollment, *Educational Finance, *Financial Problems, Governance, *Junior Colleges, *Retrenchment, *State Aid, Tax Support, Tuition
Identifiers-Proposition 13 (California 1978)

A survey by the Los Angeles Times indicated that only 18% of the 64% of the Californians who voted for Proposition 13 did so with the hope that expenditures for education would be reduced. However, because financial support for both kindergarten through twelfth grades and community colleges have come largely from local sources, these two segments of education were hit hard by the limitation of local revenue; harder than were the University of California State Universities and Colleges. Effects of Proposition 13 have been both positive and negative. Cutbacks necessitated administrative reorganization which has improved efficiency and effectiveness. On the other hand, enrollments for fall 1978 declined by about 6%, many programs were cut, and almost 5,000 instructors lost their jobs. One alternative is tuition, but the question arises as to which segments of the student population this would affect most in terms of continued enrollment. California public education must focus on long-range rather than short-term policies and come to grips with important issues of governance, financing, and program offerings. Problems will be greater in 1979-80 when colleges attempt to operate under another emergency bill funded from surplus state revenues. Unless the legislature is more generous, it is questionable whether or not all colleges can remain as people's colleges'' with a comprehensive mission. (MB)

ED 164 188 RC 011 007

Birckmayer, Jennifer Millis, Anne

Guidelines for Migrant Infant and Toddler Day Care Programs.

Spons Agency-New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Pub Date-Apr 75
Note-254p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Attendant Training, Child Care, Child Care Centers, Child Development, *Day Care Programs, Day Care Services, Equipment, *Guidelines, Health Needs, Infant Behavior, Infants, Life Style, *Migrant Child Care Centers, *Migrant Children, Nursery Schools, Parent School Relationship, Program Attitudes, *Program Content, Program Guides, Safety, Space Utilization, Transient Children, Transportation

Constant, unpredictable change is a condition of daily life for children of migrant workers; this factor affects much of the care that should be given them. Predictability in the child's daily experience with the same basic routines, toys, bed, and caretakers helps stabilize his world and allows him to build up experiences and make sense of them. A day care center of migrant children must deal with situations not usually encountered in conventional child care facilities. Comprised of 15 units, this document provides guidelines for the care of children 30 months of age or younger, focusing on the specific needs of migrant families and the migrant day care situation. The 15 units discuss the care involved in fulfilling both the physical and emotional needs of the child, characteristics of the children and their families, staff considerations, and physical setup of the school itself: the program's focus; the children and their families living conditions, relations with families, infants and toddlers, selected developmental landmarks during a child's first two years; staff training, recruitment, ethnic and cultural background, morale, insurance coverage, and assessment; physical space and equipment for babies; play and learning as natural experiences; normal development and individual differences; social play (adult and baby together); interaction of babies with babies; a toddler program; crying and the relief of distress; feeding; nap time; diapering and toilet training; health and safety; and transportation. (DS)

ED 163 817 FL 009 953

Rivas, Michele

Entrainement d'etudiants francophones a la negociation d'affaires et au debat public en anglais. L'Enseignement de la competence de communication en langues secondes. (Training of Francophone Students in Business Transactions and Public Speaking in English. The Teaching of Communicative Competence in Second Languages). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date-76
Note-17p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)
Language-French
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Business Communication, Communication Skills, *Communicative Competence (Languages), Conversational Language Courses, Course Content, *Course Descriptions, Course Objectives, Discourse Analysis, *English (Second Language), Higher Education, Instructional Materials, *Language Instruction, Language Proficiency, Language Skills, Paralinguistics, Pragmatics, Professional Training, Second Language Learning, Speech Communication, Teacher Developed Materials, Teaching Methods, Vocabulary

The objective of this course is to enable students to negotiate a business transaction directly in English. The proposed setting is a conference room and the interlocutors are upper middle class professional people. The learners are students of business administration in France who already possess some knowledge of English vocabulary and grammar. The basic material, a functional catalogue of 300 kernel sentences, was developed from tapes and notes taken by the instructors at actual business meetings. These sentences are used to train students to express themselves in three successive levels of discourse, namely, expressing an opinion without much forethought, expressing a point of view with a great deal of emphasis and feeling, and including the person addressed in the speaker's discursive universe. In addition, structural exercises based on the same sentences, situational schemas and thematic dialogues are used. Basically, the teaching strategies consist of an introductory, theoretical phase, use of recordings for listening comprehension, laboratory exercises, class practice in situational contexts, and training in assuming the Anglo-Saxon mentality.'' The amount of active participation, the close link between laboratory and class work, the practical nature of the materials and the enthusiasm of both instructors and students are all factors in the sucess of the course. (AMH)

ED 163 991 IR 006 786

Stanton, Frank
Television, The Book, and The Classroom: A National Seminar.
Library of Congress, Washington, D.C.
Pub Date-26 Apr 78
Note-21p.; Paper presented at the National Seminar at the Library of Congress (Washington, D.C., April 26, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Books, Educational Television, *Interaction, Popular Culture, *Programing (Broadcast), *Reading Interests, Reading Material Selection, Reading Skills, Seminars, *Television
We should resist the temptation to label our times the Age of Television it really is an era of mass communication, and books play a strong role in this process. A positive correlation between increased television viewing and the increased use of books is indicated by new highs in library circulation figures in the past two decades. Television has become a part of and contributed to a general explosion in cultural interests and stimulated people's interests in all kinds of subjects. A strong linkage has developed between book and television involving programs which have come from books, books which have come from programs, and the promotion of books through author interviews on talk shows. These activities encourage writers and producers of books, and result in increased book sales, which means in turn an increase in the use of books with more people reading and learning. In addition to the educational process by which our citizens use television to gain the information and perspective that are vital to a functioning democracy, television is being used in the classroom to stimulate interest in reading and improve basic skills. The role of books has become manifest in the Watergate aftermath as they bring us the perspective and detail we need to understand what we saw on television and then store that knowledge to help future generations understand. (BBM)

ED 164 015 JC 780 397

Hill, Malcolm And Others

Attitudes, Orientations, and Teaching Effectiveness of Community College Faculty: An Exploratory Study.

Pub Date-Aug 78
Note-207p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-College Faculty, Community Colleges, Educational Objectives, *Educational Philosophy, *Effective Teaching, Group Unity, Identification (Psychological), *Junior Colleges, Literature Reviews, Role Perception, State Surveys, Student Evaluation of Teacher Performance, *Teacher Attitudes, Teacher Behavior, Teacher Characteristics, Teacher Role, Teaching Styles, Teaching Techniques
Identifiers-Pennsylvania, *Reference Groups .

Faculty from five of Pennsylvania's 14 community colleges and a sample of students in courses taught by these instructors were surveyed to explore (1) the variations in faculty attitudes toward community college philosophy and progressive-traditional orientations in education; (2) the degree to which teaching roles are student- or subject-oriented; (3) the extent to which role orientation in teaching affects perceived teaching effectiveness; (4) aspects of socialization and their effect on faculty attitudes; and (5) the effect faculty occupational reference groups have on faculty attitudes. Findings suggested that while faculty tended to accept the community college philosophy, almost 28% of the respondents evinced a rather negative view toward institutional objectives. Although faculty were found to be more progressive than traditional on educational issues, the overall pattern was one of ambivalence. Findings also revealed a tendency toward a student-centered teaching approach, and that students themselves perceived faculty as being effective teachers. Teacher's role orientation had little or no effect on how students evaluated performance. Finally, it was revealed that the extent to which individuals identify occupationally with the community college, as 70% of respondents did, predicates their acceptance of its philosophy. Literature reviews on individual topics and a bibliography are included. (MB)

ED 164 093 PS 010 254

Iscoe, Louise And Others
Emergency Child Aid. Child Health and Safety Series (Module VI).
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-38p.; For related documents, see PS 010 241, PS 010 246, PS 010 248, PS 010 252-53, and PS 010 255-56 ; Due to colored background parts may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Care Centers, *Child Care Workers, Children, Family Day Care, *First Aid, *Health Education, *Health Guides, *Instructional Materials, Postsecondary Education
Identifiers-*Emergency Aid
This manual for child care personnel in day care homes and centers provides a step by step review of what to do in common emergency situations. It is emphasized that the manual is not a substitute for the complete first aid course which every careperson should have. Initial sections of the manual focus on preparing for emergency conditions, planning and practicing (including role-playing), and obtaining reliable assistance. Section II outlines basic life support procedures for unconscious, non-breathing, and choking children. Sections III, IV, and V deal with spinal cord injuries, concussions and broken bones, as well as transportation to a hospital. Section VI discusses burn treatment procedures. Section VII covers responses to poisoning. Section VIII indicates procedures for convulsions. (A slide/sound presentation, one 16 mm film, and pamphlets were produced in conjunction with this manual.) (RH)

ED 164 151 RC 010 734

Jasso, Ricardo

Cultural Assessment Model.

Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-31 May 77
Note-147p.; In partial fulfillment of the requirement for a graduate course in Bilingual-Multicultural Education, Antioch College, Juarez-Lincoln University ; Best copy available
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Alcoholism, *Counseling, *Counseling Theories, *Cultural Awareness, Cultural Traits, Culture Conflict, Mexican American History, *Mexican Americans, *Models, Psychotherapy, Questionnaires, Rehabilitation Centers
Identifiers-Casa Del Sol TX, *Cultural Assessment Model, Texas (San Antonio)

The Cultural Assessment Model assumes that Chicano alcohol abusers need to recreate their self-image which has been rejected, ridiculed, and submerged through the process of oppression, thus, resulting in cultural ambivalency and paradoxical behavior. This model identifies cultural values, beliefs, and behavioral characteristics that may be causing internal stress and doubt. It also provides the counselor information concerning the individual's cultural awareness and loyalty, which are measured with a cultural assessment instrument. This scale consists of 151 questions, which comprise 6 variables: language, cultural heritage, ethnic interaction, ethnic pride and identity, ethnic distance and perceived discrimination, and generational proximity to Mexico. By means of this scale, the counselor can develop a cultural treatment plan designed to treat those variables that the client is weak in and reinforce those that are the client's strengths. The treatment plan is based on the belief that traditional methods and modalities of treating Chicano alcoholics are unsatisfactory and that more culturally relevant treating modalities are necessary. In keeping with this, the client undergoes a treatment plan which includes cultural awareness, training in self-identity and pride in self and, therefore, learns to become a productive member of his or her cultural group. This paper discusses and describes this bilingual-bicultural counseling model, cultural conflict as a probable cause for Chicano alcoholism, and Casa Del Sol's position on treatment and philosophy. (NQ)

ED 164 169 RC 010 964

Sizer, Leonard M.

Population Change in West Virginia 1950-1970. West Virginia University Agricultural and Forestry Experiment Station Bulletin 658.

West Virginia Univ., Morgantown. Agricultural Experiment Station.
Report No.-WVU-AES-Bull-658
Pub Date-Jun 77
Note-73p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Age, *Comparative Analysis, *Demography, Enrollment, Family Characteristics, *Growth Patterns, Income, *Labor Force, Migration, Occupational Surveys, Population Growth, *Population Trends, Research, *Rural Population, Rural Urban Differences, Social Science Research, Urban Population
Identifiers-*West Virginia

Growth patterns of the national economy during the 1950's and 1960's have not been shared by the state of West Virginia; towns and rural areas have lost population and job opportunities have declined. The switch to petroleum products and advanced mining technology displaced many coal mine workers. A national food surplus and the difficulty in mechanizing farms with rough terrain contributed to the 67% reduction in number of farmers and farm operators. Large scale outmigration added to the state's declining population. West Virginia remains the second most rural state in the nation with 61% of the population living in rural areas. The 1970 population structure shows a pronounced deficiency in the number of persons in the child-bearing age groups and among the very young. Growth of new employment in the 1960's-70 decade has appeared, especially in the professional and technical categories. The state's population is presently stabilizing and may reach its 1950 high in the 1980's. The information on the twenty year span of population change reported in this document includes analysis of population distribution, age-sex structure, fertility, and dependency ratios. Other major areas explored are the labor force and employment patterns, education, migration, income, marital status, and family and household characteristics. Both tabular data and textual material are presented on the areas studied. (DS)

ED 164 207 RC 011 033

Morrison, James D.
Schools for the Choctaws.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 78
Note-378p.
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-Adult Education, American Indian Languages, American Indians, Bibliographies, Boarding Schools, Day Schools, *Educational Finance, Federal Legislation, *Government Role, *Historical Reviews, Photographs, *Reservations (Indian), *Schools, Treaties
Identifiers-American Indian Education, American Indian History, Chickasaw (Tribe), *Choctaw (Tribe), Federal Indian Relationship, Mission Schools, Tribal Government
The educational system developed by the Choctaw Nation during the nineteenth century began with annuity funding from early treaties which ceded Choctaw land to the U.S. and ended with Choctaw loss of control over their schools in 1899 to the U.S. government. Starting in 1818, missionaries from American Protestant denominations became an important factor in Indian education, establishing early mission schools in Choctaw lands in Mississippi and Alabama which promoted agriculture, homemaking, Christianity, and citizenship''. With the Indian Removal Act of 1830, mission schools were uprooted to follow Choctaws to their new Oklahoma home. The 1830 Treaty of Dancing Rabbit Creek (continuing previous support for education, instituting the Forty Youth Fund'' which financed college education for Choctaws) and the Public School Act of 1842 (funds for seven boarding schools two for boys, five for girls) were landmark decisions. Largely administered by missionary groups, schools were under Choctaw support. While boarding academies and seminaries were the backbone of the school system, neighborhood and Sunday schools (including weekend adult education) were also underway. Interrupted by the Civil War, Choctaw education efforts resumed in 1866 with boarding schools, neighborhood schools, and support for higher education. Federal control of the Choctaw school system resulted from the Curtis Act in 1898. (RS)

ED 163 876 HE 010 747

Lynch, Robert C. Sedlacek, William E.

Differences Between Fraternity and Non-Fraternity Members at the University of Maryland. Research Report No. 12-70.

Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Students, Comparative Analysis, *Fraternities, *Group Membership, Higher Education, Institutional Research, Research Projects, *Social Organizations, State Universities, *Student Attitudes, Student Behavior, Student Organizations
Identifiers-*Maryland University College Park

To ascertain the nature and extent of the differences between fraternity and non-fraternity men at the University of Maryland, a study was conducted in June 1969 with a small random sample (approximately 50 in each group). Their spring 1969 semester grades, ACT (or converted SAT) composite scores, and responses to selected items on the 1969 University Student Census were compared. Nonstatistically significant differences were found on academic or biographical variables. Fraternity members differed from independents in their opinions on only two items: they more frequently felt they had been leaders in high school, and agreed more than independents that students had ample opportunity to participate in university policy-making. The failure of anticipated differences to appear in such areas as racial attitudes and academic versus social emphases may be a function of small sample size. The expectation of differences may also be inaccurate stereotypes of individuals, based on group behaviors. (Author/SW)

ED 163 968 IR 006 634

Auster, Ethel Lauton, Stephen B.
Educational Information System for Ontario. Second Interim Report, March 1976-February 1977.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-77
Note-262p.; For related documents, see IR 006 633-635
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*Educational Resources, Efficiency, Expenditures, Information Dissemination, Information Networks, *Information Systems, On Line Systems, Organization, Questionnaires, Records (Forms), Tables (Data), *User Satisfaction (Information), *Use Studies
Identifiers-*Educational Information System for Ontario, Educational Resources Information Center
This report of the EISO project, the responsibility of which is the operation of an online bibliographic search service for educators of Ontario, concentrates on research findings collected after EISO had been operational for 16 months. The organization, role, and level of satisfaction of EISO users are treated, the system's impact on a school board in the Northeastern region of Ontario is outlined, and the economics of operating an online bibliographic retrieval and duplication service are assessed. A state-of-the-art review of the ERIC data base search services in Canada is also included, as well as a discussion of alternative organizational structures for EISO. Appendices include samples of the evaluation questionnaire used to collect data on users, the pamphlet and brochure publicizing EISO, and order forms for copies of original materials. (Author/MBR)

ED 164 074 JC 790 086

Academic Standards. Fall 1978.
Delaware Technical and Community Coll., Dover. Terry Campus.
Pub Date-78
Note-50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Standards, Associate Degrees, Building Trades, Business Administration, Business Education, Clerical Occupations, College Credits, College Curriculum, Community Colleges, Electrical Occupations, Electromechanical Technology, Evaluation Criteria, Experiential Learning, *Graduation Requirements, Human Services, *Junior Colleges, Mastery Learning, *Minimum Competency Testing, *Performance Based Education, Practical Nursing, Secretaries, Technical Education, *Vocational Education
Identifiers-Criminal Justice

The Terry Campus of Delaware Technical and Community College has established academic standards to endorse competencies and skills for all courses of the technological programs. These standards eliminate conflicts and allow students to understand, from the beginning of their studies, the requirements for awarding a degree, diploma, or certificate. Outlined in this guide are the following: (1) graduation requirements; (2) advanced credit for experiential learning and College Level Examination Program (CLEP), credit by examination, and transfer credit; (3) evaluation standards in the areas of grading policy, types of testing, and retesting policy; (4) student paper writing policy as relates to appearance, mechanics/organization, documentation; and (5) policy on monitoring student progress. Additionally, minimum competencies are outlined for degrees in building science technology (including architecture, civil engineering, and construction curricula), business administration technology (including business administration, business technology, accounting, banking, and data processing curricula), criminal justice technology (including corrections and police science curricula), electrical/electronics technology, human services technology, practical nursing technology, and secretarial technology (including two-year executive secretarial, one-year clerical, and one-year stenographic curricula). (MB)

ED 164 111 PS 010 295

Haney, Walt Pennington, Nancy

Reanalysis of Follow Through Parent and Teacher Data from Spring 1975. Final Report.

Huron Inst., Cambridge, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-OEC-0-74-0394
Note-318p.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Community Action, *Data Analysis, *Early Childhood Education, *Federal Programs, National Programs, Parent Attitudes, *Parent Participation, Program Descriptions, Program Effectiveness, Program Evaluation, *Program Validation, *School Services
Identifiers-*Project Follow Through

Selected 1975 parent and teacher data from the Follow Through (FT) program were reanalyzed to see if the broader goals of FT were met. Analysts focused on comprehensive services provision, parental involvement promotion, and the relation of findings to the previous national FT evaluation and the Joint Dissemination Review Panel (JDRP) FT project review. Data were compared at three levels of aggregation: overall FT versus non-FT; sponsor level; and site level. Findings on comprehensive service provision indicate that FT was successful in providing disadvantaged children with medical and dental services. Findings on parent involvement indicate FT program success. Data indicate an apparent contradiction between the national FT evaluation test results and parents' perceptions of their children's progress in school and related questions. No strong relation between JDRP project approval and parent and teacher reports of service provision, parent involvement, or children's progress were found. It is noted that in this exploratory study, the representativeness and the quality of the data are problematic: only apparent differences between groups which reached the .05 probability level are discussed; and FT and non-FT comparisons are made, although the NFT groups are not strictly controls. Parent and teacher data at different levels of aggregation are included in five appendices. (Author/RH)

ED 164 132 PS 010 336

The Child and Family Resource Program: An Overview. Revised.
Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31087
Pub Date-Jan 78
Note-46p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.20, Stock Number 017-091-00224-0)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Child Care Workers, *Child Development, Community Resources, Demonstration Programs, Early Childhood Education, *Family Involvement, *Family Programs, Family School Relationship, *Federal Programs, Health Services, Home Visits, Parent Education, *Program Descriptions
Identifiers-*Child And Family Resource Program, *Project Head Start

This overview describes the Child and Family Resource Program (CFRP), a child-centered Head Start demonstration program which is designed to provide family support services for healthy family growth and development. Part I reviews the program's background objectives and key elements (required minimum services, additional services, assessment, use of community resources, programs for Parents and their children in the prenatal period through age 3, preschool-school linkages programs, parent education, staff development and participation, and evaluation). In Part II each of the 11 national CFRP demonstration projects is briefly described. These projects are located in Connecticut, New York, Pennsylvania, Florida, Michigan, Oklahoma, Nebraska, North Dakota, Nevada, Oregon, and California. It is noted that all CFRP evaluation reports are made available through the ERIC system. (Author/RH)

ED 164 226 RC 011 066

Knox, F. Robert

Report on Battered Women and Children Conference (Shiprock, New Mexico, May 5 and 6, 1977).

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; New Mexico State Commission on the Status of Women, Albuquerque.
Pub Date-May 77
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Agency Role, American Indians, *Child Abuse, Community Agencies (Public), Conferences, *Coordination, Cultural Factors, *Family Problems, *Females, Neglected Children, Parent Child Relationship, Social Agencies, *Social Services, State Agencies, Workshops
Identifiers-*Battered Women, *Domestic Violence, Navajo (Tribe), Victims

Representatives of 47 federal, state, local, and tribal agencies and about 280 participants attended the May 4-5, 1977, series of presentations and workshops co-sponsored by the Bureau of Indian Affairs and the New Mexico Commission on the Status of Women. Designed to acquaint residents of the San Juan Basin with social service workers, the conference attempted to clarify needs, problems, and concerns of domestic violence victims, attempted to formulate recommendations aimed at developing responsive services, and coordinate existing resources for such victims. Speakers addressed child neglect and abuse, and woman abuse, which follow similar patterns of self-perpetuation. It was felt that few agencies at any level are equipped to handle woman abuse, and that key problem areas in which change is necessary are research, social policy, emergency services, and the criminal justice system. Workshop participants formulated detailed recommendations for prevention services, emergency and social services, the criminal justice system, and tribal needs. Participants agreed that in the San Juan Basin, there is considerable interest in and support for an organized, systematic, and effective response to problems of domestic violence; residents are looking to their leaders and officials for aid and support in this area because, untreated, domestic violence can only spread. (SB)

ED 163 775 FL 009 867

Carty, Mary
The Effects of Object Manipulation and Object Novelty on Naming in Young Children. Papers and Reports on Child Language Development, No. 13.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, *Cognitive Processes, Concept Formation, *Language Development, Language Processing, Language Research, *Learning Processes, Object Manipulation, Preschool Children, Psycholinguistics, *Verbal Development, Vocabulary Development

This paper reports on an experiment undertaken to delineate more clearly the relationship between the naming process in children and certain aspects of the environment which may play a role in that process. The investigation concerned the effect of manipulation and of object novelty on naming. Sixteen children, ten girls and six boys, ranging in age from 16 to 23 months, were tested in their homes. The objects used in the experiment were selected so as to vary along the dimension of novelty. The children were shown objects familiar to them as category items, objects less familiar but still members of familiar conditions: the manipulation (M) condition in which the child was shown the object as it was named, and the non-manipulation condition (NM) in which the child did not handle the object. In each condition, the experimenter repeated the name of the object three times during the conversation with the child. Presentation conditions were alternated for each object continuing until all objects had been presented. It was found that manipulation does not have any significant effect on naming but that familiarity is a strong factor. A possible explanation is that familiar objects were more often named since the child did not also have to engage in concept formation and thus could direct his energies to naming. (AMH)

ED 163 796 FL 009 909

Factor, Susannah
Cufe Horkopv (Why the Rabbit Steals).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-18p.
Available from-Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.00)
Language-Seminole; English
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indian Languages, American Indians, *Bilingual Education, *Childrens Literature, Illustrations, *Instructional Materials, Primary Education, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages
Identifiers-Coloring Books, Muskogee (Tribe), *Seminole (Tribe)

This primary level story and coloring book in the Seminole language is developed for use in a bilingual education setting. Each page contains a large pen-and-ink drawing and a few lines of large-type text. An English translation of the story is provided at the end of the book. (AMH)

ED 163 897 IR 006 069

Progress in UNISIST Activity: The First Three Years of the UNISIST Programme in Australia, 1974-77. Network Study No. 8.

National Library of Australia, Canberra.
Pub Date-78
Note-33p.; Development of Resource Sharing Networks Study Series
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Agriculture, Development, Financial Support, Industry, *Information Networks, Information Services, Interagency Cooperation, Library Education, *National Libraries, On Line Systems, *Organization, Trend Analysis
Identifiers-*Australia, *Scientific and Technical Information, UNISIST

This paper reprints the Australian report to UNISIST, the World Science Information System, whose objective is the development of national, regional, and international scientific, technological, industrial, and agricultural information policies, infrastructures, and services. It represents a full statement of the National Library's services and roles relating to UNISIST, which include: (1) designation as the Australian focal point for UNISIST; (2) appointment of a scientific and technological services enquiry committee examining the problems of dissemination and access; (3) appointment of advisory committees to help identify nationwide needs and encourage voluntary cooperation between all elements in the national library-based information system; (4) designation of over $1 million to undertake feasibility studies for the establishment of ALBIS (Australian Library-Based Information System); and (5) issuance of further specialized reports on the need for library and information services. UNISIST and all other operational activities of the National Library receive advice from an advisory committee that links government and non-government bodies and ensures that national services respond to national needs. Services offered in fulfillment of nationwide needs include access to overseas data bases, cooperation in the development of library science within Australia, and regional library cooperation. (Author/MBR)

ED 163 944 IR 006 504

Rossmiller, Richard Otto, Wayne

Wisconsin Research and Development Center for Individualized Schooling. Bibliography of Publications, 1978 Supplement.

Wisconsin Univ., Madison, Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-NIE-G-78-0117
Note-92p.; For related document, see ED 148 658
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Cognitive Development, *Computer Managed Instruction, Cost Effectiveness, *Educational Research, Elementary Secondary Education, *Individualized Instruction, Learning Motivation, Mathematics Education, Peer Teaching, Reading Skills, School Community Relationship
Identifiers-*Individually Guided Education

This annotated bibliography on Individually Guided Education (IGE) is intended to help teachers and administrators identify resources needed to improve individualized instruction and learning in elementary and secondary schools. Almost 100 books, technical reports, theoretical papers, practical papers, and working papers are listed in eight sections: (1) books related to the system of IGE, cognitive learning and development, and peer teaching; (2) studies of instructional programming for the individual student (the largest part of the bibliography); (3) studies of administration and organization for instruction; (4) language (reading and communication); (5) studies in mathematics; (6) studies in the implementation of individualized schooling; (7) evaluation of practices in individualized schooling; and (8) completed projects. Also included are an author index, a numerical listing on reports/papers with ERIC Document (ED) numbers where available, and information on obtaining documents. (JD)

ED 164 035 JC 790 042

Needs Assessment Package for Learning Resource Services to Handicapped and Other Disadvantaged Students.

Association of Coll. and Research Libraries, Chicago, Ill. Junior Coll. Libraries Section.

Pub Date-78

Note-44p.; Assisted by the Committee on Services to Disadvantaged Students

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Blind, *Check Lists, Community Colleges, Deaf, Educationally Disadvantaged, *Educational Resources, Emotionally Disturbed, Evaluation Methods, Foreign Students, *Handicapped Students, *Institutional Research, Instructional Materials, Instructional Materials Centers, *Junior Colleges, Mentally Handicapped, Needs Assessment, Non English Speaking, Physically Handicapped

This assessment package was designed to facilitate the identification and appraisal of the learning resources and services that are provided to handicapped and other disadvantaged students at two-year colleges. The instrument helps evaluate services available to the following student populations: blind and partially sighted students; deaf and hearing-impaired students; students in wheelchairs, including those with multiple handicaps; ambulatory handicapped; educationally disadvantaged students; students with native languages other than English; foreign students; and students with mental or psychological disorders, learning disabilities, alcoholics, or drug addicts. Each assessment section requires the evaluator to record information about total number enrolled, numbers in component groups, whether enrollments have or are expected to increase or decrease, and the names of staff members providing assistance to the students. It then contains checklists of learning resources and services already available, forms to record results of interviews with students, and plan to effect change. (MB)

ED 164 094 PS 010 255

Iscoe, Louise And Others

The Growing Child: From Birth Through Five Years. Child Health and Safety Series (Module VII).

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-110p.; For related documents, see PS 010 241, PS 010 246, PS 010 248, PS 010 252-54, and PS 010 256 ; Due to colored background, parts may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Care Centers, *Child Care Workers, *Child Development, Emotional Development, Family Day Care, *Health Education, *Health Guides, *Infant Behavior, *Instructional Materials, Language Development, Motor Development, Physical Development, Postsecondary Education, Social Development
Identifiers-*Caregiver Role

This manual for parents and child care personnel in day care homes and centers (1) gives an outline of dimensions of normal physical, mental, language and social/emotional development in children from birth to five years of age, (2) indicates what children need from adults in order to develop normally, and (3) identifies problems and suggests ways to handle them. The manual is divided into three sections. Section I considers the first 18 months of life in three 6-month periods in order to give detailed attention to this period of rapid development. Special attention is given to the infant behaviors as they occur for the first time. The role of the caregiver in making accurate and detailed records of the conditions under which specific symptoms occur is stressed. Section II covers the period from 18 months to three years of age. Emotional needs of the child and their implications for social development are emphasized. Section III considers development from the third to the fifth year. The greater range and level of activity of 3- to 5-year-olds are explored. (Three slide/sound presentations and pamphlets were produced in conjunction with this manual.) (RH)

ED 164 189 RC 011 008

Pennsylvania Migrant Education Evaluation Report, 1977.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Pub Date-77
Note-111p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Ancillary Services, Bilingual Education, Career Awareness, Curriculum Evaluation, Ethnic Groups, Evaluation Criteria, Federal Programs, Interagency Cooperation, *Migrant Education, Migrant Health Services, Migration Patterns, Parent Participation, Parent School Relationship, Population Trends, *Program Evaluation, *State Programs, Student Recruitment, *Summer Programs
Identifiers-Elementary Secondary Education Act Title I Migrant, *Pennsylvania

An evaluation team visited each of nine program sites to evaluate Pennsylvania's summer migrant education programs. Evaluation criteria were based on the Eleven National Goals of Migrant Education, state goals (dealing with staff development, curriculum, communities, and administration), and local objectives which considered regional differences. Findings indicated satisfactory compliance with evaluation criteria in all programs, and changes in the migrant populations, i.e., decreasing numbers, increasing proportions of Spanish-speaking workers (especially Puerto Rican and Mexican migrants) and ever-growing population of five-year provisional migrants. The evaluation report contains individual project summaries, each of which gives background information, evaluation by local, state, and national objectives, reports on curriculum and supportive services, evaluation team recommendations and commendations, and concerns expressed by project personnel. The report summarizes statewide findings on curriculum, bilingual education, career and vocational education, and supportive services (health education, agency interaction, parental participation). A listing of the evaluative criteria used is included. Appendices contain material on the Migrant Teacher Resource Center, Migrant Student Record Transfer System, recruitment, and testing. (RS)

ED 164 245 RC 011 097

Nelken, Ira Gallo, Kathleen

Factors Influencing Migrant High School Students to Drop Out or Graduate from High School.

Nelken (Ira) and Associates, Inc., Chico, Calif.
Spons Agency-Butte County Superintendent of Schools, Oroville, Calif.; California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
Pub Date-24 Jul 78
Note-19p.; Parts may be marginally legible due to small print
Available from-Ira Nelken & Associates, Inc., 315 Orient Street, Chico, California 95926 ($2.00 each for 1-4 copies; $1.75 each for 5-9 copies; $1.50 each for 10 or more copies)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, Counseling Services, Dropout Attitudes, *Dropouts, *Educational Interest, Family Influence, *Graduates, Guidance, Interviews, Migrant Education, *Migrant Youth, Motivation, Questionnaires, School Holding Power, *Secondary School Students, Seniors, *Student Attitudes, Work Study Programs
Identifiers-*California

Factors influencing migrant students in decisions to drop out or graduate from high school were determined in interviews with 24 dropouts and potential dropouts and 22 students who had graduated. Profiles were compiled on each group. Data were collected from twelfth grade migrant students in northern California. The main appeal of school to the dropouts was the social life; teachers and classes were the most disliked aspects of school. Dropouts seemed to experience major family problems, including divorce, death and sickness, much more often than graduates, and the main factor influencing students to drop out was family need, often financial. Irregular attendance was characteristic of 96% of the dropouts. Only 50% felt their parents considered graduation as important and only 25% had siblings who completed high school. Graduates experienced more stable family lives, had families that valued education, attended school regularly, established more positive relationships with teachers, and were more involved in extracurricular activities. Efforts to encourage dropouts to stay in school might include better communication between students and teachers, encouragement of extracurricular activities, inclusion and transition activities for new students, work study and English as a second language programs, and a Migrant Education staff to counsel, befriend, and act as a liaison between students and school staff. (DS)

ED 163 838 HE 010 525

NUFFIC Annual Report, 1977.
Netherlands Universities Foundation for International Co-operation, The Hague.
Pub Date-78
Note-94p.; Marginally legible due to small type
Available from-NUFFIC, Badhuisweg 251, P.O. Box 90734, 2509 LS The Hague, The Netherlands
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Annual Reports, *Developing Nations, Educational Development, Financial Support, *Foreign Countries, Higher Education, *Interinstitutional Cooperation, International Education, *International Educational Exchange, *International Relations, Language Laboratories, *Organizations (Groups), Policy Formation, Research Projects, Technical Assistance
Identifiers-Europe, *Netherlands Univ Foundation for International Coop

The 1977 annual report of the Netherlands Universities Foundation for International Cooperation (NUFFIC) considers the following topics: major developments in work and policy; relationships NUFFIC has with other organizations; University Development Cooperation; developments in international education; the functioning of the Consultative Structure for Educational Development Assistance; the language laboratory; ways in which NUFFIC has been involved through 1977 in research for development matters; work of the Study Assessment Division; information and documentation activities; people in the NUFFIC organization; the International Institute for Hydraulic and Environmental Engineering, the Institute for Social Science Research in Developing Countries; and the Centre for the Study of Education in Changing Societies. (SW)

ED 163 857 HE 010 678

Kaufman, Norman

Residence and Mobility of Graduate and Professional Students in the West.

Western Interstate Commission for Higher Education, Boulder, Colo.
Report No.-WICHE-78-2
Pub Date-Sep 78
Note-21p.; Part of the WICHE Project on Expanding Regional Cooperation in Graduate and Professional Education ; Best copy available
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder Colorado 80302
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Students, Doctoral Degrees, *Enrollment Trends, Fees, *Graduate Students, Graduate Study, Higher Education, Land Grant Universities, *Migration Patterns, Professional Education, Regional Planning, *Residential Patterns, State Universities, *Student Mobility, *Tuition
Identifiers-In State Students, Out of State Students, *Western States

A summary is presented of data available on graduate tuition and fees, numbers of graduate programs and degrees conferred, and residence and mobility of graduate and first-professional students in the 13 states that comprise the Western Interstate Commission for Higher Education. Graduate tuition levels in the 13 western states vary widely for both resident and nonresident students. The median resident tuition was $545 compared to a median nonresident tuition of $1,632. Despite these tuition barriers, large numbers of students do migrate to attend graduate and first-professional school. Only three states experienced a net out-migration of graduate students in Fall 1975. Only four states attracted more first-professional students than the number of their state residents attending first-professional schools in other states. The migration of graduate and first-professional students has not been the subject of policy research and evaluation from a regional perspective, nor has the impact of tuition rates been viewed from a regional planning perspective. Appendices provide 1977-78 graduate tuition and fees at public institutions in the west; Ph.D. programs available in six western states, number of doctoral degrees awarded, and average number of degrees awarded per program in 1975-76; and graduate enrollment at state universities and land grant colleges during the Fall of 1976 and 1977. (SW)

ED 163 992 IR 006 787

Dugdale, Sharon Kibbey, David
Elementary Mathematics with PLATO.
Illinois Univ., Urbana. Coordinated Science Lab.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jul 77
Contract-NSF-C-723
Note-33p.; For related document, see IR 006 788
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, Curriculum Development, Elementary Education, *Elementary School Mathematics, Games, Instructional Innovation, Instructional Materials, Intermediate Grades, *Mathematics Instruction, *Program Descriptions
Identifiers-*Computer Software, *PLATO
Computer-based courseware for the intermediate grades developed by the PLATO Elementary Mathematics Project was tested for a three year period in the public schools of Champaign and Urbana, Illinois. This brief report describes the project in terms of the student session, curriculum, educational effectiveness, and data feedback to teachers. Descriptions of 19 lessons on a variety of topics include objectives and purpose, as well as a few selected screen displays for most of them. A sample of student work shows how ten students responded to similar problems, and sources from which the lessons were taken are cited. (CMV)

ED 164 055 JC 790 063

McKinney, T. Harry And Others

Governance and Financing of School District Junior Colleges and Educational Centers in North Dakota.

North Dakota Postsecondary Education Commission, Bismarck.; Office of Education (DHEW), Washington, D.C. Comprehensive Statewide Planning Grants Program.
Pub Date-Sep 78
Note-159p.; Maps may not reproduce well
EDRS Price MF-$0.83 HC-$8.60 Plus Postage.
Descriptors-Community Colleges, Educational Coordination, *Educational Finance, Enrollment Trends, *Governance, Institutional Characteristics, *Junior Colleges, Postsecondary Education, State Agencies, *State Aid, State Legislation, *State School District Relationship
Identifiers-North Dakota

A study of the governance and financing of three school district junior colleges and educational centers operated by state-supported institutions of higher education in North Dakota was conducted to determine the current status of these institutions with recommendations for future development. The three institutions were Bismarck Junior College, Lake Region Junior College, and the University of North Dakota Williston Center. Interviews were conducted with persons at both state and institutional levels. The study report is divided into five sections: (1) an overview of postsecondary education in North Dakota, including information about state agencies as well as educational institutions; (2) a summary of legislation related to the development of school district junior colleges and educational centers; (3) detailed information about the institutions themselves with emphasis on existing patterns of governance and financing; (4) alternatives for the future as reflected in structures and procedures used by other states; and (5) conclusions and recommendations. Supplemental statements on the state of community colleges in North Dakota are provided by Eugene Lehrmann (Wisconsin Board for Vocational, Technical, and Adult Education), Ben Morton (West Virginia Board of Regents), John Mundt (Washington State Board for Community College Education), and Herbert Hengst (Center for Studies in Higher Education, Oklahoma). Appendices contain the proposal for the study, excerpts from the North Dakota education code, recommendations from a previous study, and a bibliography. (Author/MB)

ED 164 152 RC 010 762

Eby, J. Wesley And Others
Navajo Area Language Arts Project (NALAP). Book 1.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date-73
Note-394p.; Not available in hard copy because of sideways reading material
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-American Indians, Art Activities, Classroom Games, Communicative Competence (Languages), Concept Formation, Cultural Background, *English (Second Language), Grammar, *Language Arts, Language Experience Approach, Language Instruction, *Learning Activities, Lesson Plans, Music Activities, Navajo, Primary Education, *Second Language Learning, Self Concept, *Teaching Guides, Transformation Generative Grammar
Identifiers-*American Indian Education, *Navajo (Tribe), Navajo Area Language Arts Project
Ten units containing 86 structural objectives make up this volume of instructional materials for the first year to year and a half of teaching English as a second language to Navajo children. The Navajo Area Language Arts Project (NALAP) materials, intended to present a sequence of English grammatical structures based on specific language and conceptual needs of Navajo students, are developed around 14 linguistic and pedagogical premises (listed and explained) and the analysis of English provided by transformational grammar. Objectives are arranged in units dealing with commands, modal can'', verb be'' with predicate adjectives and nouns, personal pronouns, conjunctions or'' and and'', plurals of count nouns, plural pronouns they'' and these'', present progressive. They are written in an expanded and annotated guideline form, giving teaching instructions, lesson time estimates, pupil responses, learning activities, and suggested contexts, vocabulary, and resources/materials. An implementation guide for the teacher deals with lesson plans, setting up the situation, conventions, activities/techniques, correction techniques, pronunciation/intonation, pacing/mastery, sentence and word control, types of objectives. Appendices contain samples of situational language needed during the first year of learning English, an alphabetical listing of all suggested learning activities, and a glossary of NALAP terms and concepts. (RS)

ED 164 170 RC 010 966

Bureau of Indian Affairs Not Operating Boarding Schools Efficiently. Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-CED-78-56
Pub Date-15 Feb 78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Agencies, American Indians, *Boarding Schools, Costs, Educational Administration, *Educational Economics, Educational Finance, Efficiency, Elementary Secondary Education, Evaluation Criteria, Federal Aid, *Finance Reform, *Government School Relationship, Investigations, *Operating Expenses, Reservations (Indian), School Conditions, School Statistics, School Visitation, Space Utilization
Identifiers-*American Indian Education, *Bureau of Indian Affairs

The Bureau of Indian Affairs could save several millions of dollars and improve the operating efficiency of its boarding schools by consolidating them to make greater use of space and equipment, establishing policies for controlling expenditures, and having adequate staff and funds to maintain them properly. In 1977 the BIA operated 15 off-reservation and 57 on-reservation boarding schools for 18,562 students. An investigation into the operation of these schools found buildings and dormitories vacant, classrooms half-empty, expensive equipment unused, and funds mismanaged. Some schools were poorly maintained with some conditions presenting safety hazards. Boarding schools, both on and off the reservation, were for the most part ignoring BIA eligibility criteria and admitting students whose eligibility had not been verified. Six off-reservation schools visited were designed for 6,320 students; they had a combined enrollment of 2,654. The Bureau has been aware of underutilization of its off-reservation boarding schools but has been unable or unwilling to consolidate them because of Congressional and/or tribal actions. Information for this study was obtained through examination of reports and documents, visits to five BIA headquarters and area offices, interviews with BIA officials, school administrators, and tribal officials, and inspections of six off-reservation and four on-reservation boarding schools. Nine recommendations for improving the efficiency of the BIA boarding schools are given. (DS)

ED 164 208 RC 011 034

Canadian Association in Support of the Native Peoples (L'Association Canadienne d'Appui aux Populations Autochtones), Annual Report, 1977-78.

Canadian Association in Support of the Native Peoples, Ottawa (Ontario).
Pub Date-78
Note-29p.
Language-French; English
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-American Indians, *Annual Reports, *Canada Natives, *Cultural Awareness, Information Centers, *Information Dissemination, Information Services, Publications, Workshops
Identifiers-Canada, *Canadian Association in Support of Native Peoples

The Canadian Association in Support of the Native Peoples (CASNP) seeks to promote wider awareness and understanding among non-Native Canadians for Native objectives and to assist Native peoples to develop programs and resources to further these objectives. During 1977-78 the CASNP carried out a number of programs fulfilling these dual roles. The CASNP library, the best publicly-available collection of materials on the Native peoples in Canada, offered the public its wide range of resources that included books, periodicals, over 40,000 vertical file items, and audio visual materials. The Information Service distributed basic information as it responded to hundreds of requests, and the

Ottawa and Toronto Speakers Banks provided speakers to various organizations. Publications included resource publications on various subjects relating to Native peoples, educational material for school children, and "how to" handbooks for Native groups. The Ontario North Today program informed urban Ontarians in 17 communities about resource development issues as well as the culture and lifestyles of Native people in northern Ontario. Workshops in British Columbia gave people associated with friendship centres an opportunity to increase skills in communications, fund raising, and other concerns. Other CASNP activities as well as a financial statement for the year are included in this document. (DS)

ED 163 920 IR 006 453

Follett, Marguerite A., Comp.
Manual for the Development of WEEA Educational Materials.
Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-77p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Audiovisual Aids, *Copyrights, Costs, Grants, *Guidelines, Information Dissemination, *Instructional Materials, *Material Development, *Production Techniques, Publications, Records (Forms)
Identifiers-*Women's Educational Equity Act Program
Guidelines for the production and dissemination of educational products through Women's Educational Equity Act Program (WEEAP) grants are presented. Basic requirements are given for manuscript preparation and style for print materials. Audiovisual production guidelines include general pointers, audiovisual product definitions, tips on technique, and cost reminders. Some important points regarding copyright, e.g., clearances and authorization, are also provided, along with a draft of the HEW copyright information program which presents guidelines, and copyright guidelines currently utilized by NIE (reprinted from the Federal Register). An explanation of WEEAP's Joint Dissemination Review Panel includes purpose and background, operations, procedures for submission of material for dissemination, and criteria for judging material effectiveness. Appendices describe terms and conditions for WEEAP grants. (MBR)

ED 163 969 IR 006 635

Auster, Ethel Lawton, Stephen B.
Educational Information System for Ontario. Final Report, March 1977-April 1978.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-78
Note-223p.; For related documents, see IR 006 633-635
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Educational Resources, *Evaluation Methods, Information Dissemination, Information Networks, *Information Systems, Models, On Line Systems, Questionnaires, Records (Forms), Search Strategies, Systems Approach, Tables (Data), *Trend Analysis, *User Satisfaction (Information), Use Studies
Identifiers-*Education Information System for Ontario, *Question Negotiation
This final report describing the operation and research of the EISO project, which provides online bibliographic search services to educators of Ontario, briefly summarizes the first and second interim reports. In addition, it discusses users and the uses of EISO information by providing mini-case studies to illustrate quantitative data and identifying factors contributing to use or non-use of search results. The monthly and yearly satisfaction levels of users who did and did not utilize the services of intermediaries Educational Information Consultants are also explored. The negotiation process between user and intermediary is analyzed and a preliminary model of the process is developed. A systems evaluation of user satisfaction employing sociological and process variables is also included. Recent trends and developments in online searching are reviewed to illustrate how these trends and EISO's own research and experience have resulted in the project's operation. Appendices include user evaluation questionnaires, EISO order forms, and publicity brochures. (Author/MBR)

ED 164 016 JC 780 602

Hutton, Carroll M.

The UAW and Education: A Collection of Statements by Carroll M. Hutton.

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich.
Pub Date-77
Note-72p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Bibliographies, College Role, Community Colleges, Continuous Learning, Employer Employee Relationship, *Junior Colleges, *Labor Education, *Labor Unions, *Postsecondary Education, Presidents, Program Descriptions, Released Time, School Industry Relationship

This compilation of speeches and statements by Carroll M. Hutton, Director of the Education Division of the United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW), reflects the perspectives of the UAW on higher education. The following topics are considered: the role of the community college president; the role of community colleges in labor studies and labor education; the myth of wage-push inflation; paid educational leaves for workers; and the UAW's role in lifelong learning. Also included are descriptions of the UAW's Education Division's programs and activities; these include bibliographies. (MB)

ED 164 133 PS 010 338

Herbert, Wray
Emotions in the Lives of Children.
National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.
Report No.-DHEW-ADM-78-644
Pub Date-May 77
Note-20p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00, Stock No. 017-024-00656-4)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Altruism, Children, *Emotional Development, *Empathy, Imitation, Infants, Longitudinal Studies, Modeling (Psychological), Mothers, *Perspective Taking, *Prosocial Behavior, Research, Role Models, Social Development

Several related studies of empathy and altruism in children were conducted to answer such questions as: (1) What are the very early signs of empathy and altruism in children? (2) What kinds of transformations in these behaviors take place during development? and (3) How do rearing experiences influence these behaviors? Data related to these questions were obtained from several age groups and through different methods. Children 10 months to 2-1/2 years were studied in the home environment by trained mothers who functioned as research assistants. Children 3-1/2-5-1/2 years were studied under experimental conditions. Children 5-8 years were studied in nursery schools and day camps through naturalistic and systematic observation. Among the findings, developmentally changing behaviors were noted: children's response to the distress of another begins (around 10-12 months) with agitated facial expressions and/or crys of distress and proceeds through touching or rubbing the injured person and, later to trying on feelings by deliberate imitation and self-referencing or immediate taking on the emotion of the injured other. An increase in altruism appears to require a combination of conditions in which caregivers have a nurturant relationship with the child and actively demonstrate altruism in behavior toward people in distress. (Author/RH)

ED 163 797 FL 009 910

Pu-nvt-tv E-ten-hes-se (Animal Friends).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-20p.
Available from-Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.00)
Language-Muskogee
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indian Languages, *Bilingual Education, *Childrens Literature, *Instructional Materials, Primary Education, Reading Instruction, *Reading Materials, Second Language Learning, *Uncommonly Taught Languages
Identifiers-Creek (Tribe), *Muskogee (Tribe), Seminole (Tribe), Seminole Bilingual Education Program

This reader in Maskoke (Muskokee) is developed to help elementary school children begin simple reading. Black-and-white drawings personifying animals illustrate the text. An English translation is included. (NCR)

ED 163 818 FL 009 955

Dudo, Richard

Comprehension ecrite et competence de communication. L'Enseignement de la competence de communication en langues secondes. (Written Comprehension and Communicative Competence. The Teaching of Communicative Competence in Second Languages). Acts oi the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics, CILA Bulletin.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date-76
Note-15p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)
Language-French
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communicative Competence (Languages), Course Descriptions, *Decoding (Reading), English (Second Language), *English for Special Purposes, Grammar, *Language Instruction, Language Research, *Morphology (Languages), Postsecondary Education, *Reading Comprehension, Reading Processes, Reading Skills, Second Language Learning, Skill Development, Structural Analysis, Structural Grammar, *Syntax, Technical Education, Transfer of Training
Identifiers-*Technical Language

The immediate objective of this course in technical English was to enable French-speaking mechanics and technicians to read the instructions for the installation, operation and upkeep of American-made machinery. Although the learners knew very little English, available British and American technical documents were used because of their authenticity and the possibility of defining learners' needs from the communicative objectives of the documents. While the workers could generally locate the information they needed, they could not comprehend it because of the complex discursive processes operative in the text. Contrary to the hypotheses formulated by most Anglo-Saxon theorists, difficulties connected with morpho-syntactic interpretation seem to be the crux of most problems in comprehension of written texts. Therefore, it was hypothesized that the learners could transfer some of their native language skills and understandings to English and the course could concentrate on difficulties in morpho-syntactic interpretation. The tentative conclusion is that learning to understand specialized writing requires learning a technique for structural decoding of utterances. To justify this view, three texts are analyzed from the point of view of structure and difficulties related to functional grammar, morphology and syntax. (AMH)

ED 163 877 HE 010 748

Collins, Anne M. Sedlacek, William E.

A Profile of University of Maryland Undergraduates, 1969-70. Research Report No. 10-70.

Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Students, Family Background, Higher Education, Institutional Research, Racial Discrimination, Research Projects, *School Surveys, Social Attitudes, State Universities, Statistical Data, *Student Attitudes, Student Behavior, *Student Characteristics, Student Opinion, *Undergraduate Students
Identifiers-*Maryland University College Park

Responses of 22,550 University of Maryland undergraduates to the University Student Census (USC) for the 1969-70 school year are summarized. Results indicated that 34 percent live in residence halls, 29 percent live at home, and 18 percent live in apartments. Students more often chose to attend the University because of its geographic location and low cost. Thirty-four percent of the fathers of Maryland undergraduates hold college degrees, 21 percent have had some college work, 24 percent are high school graduates and 16 percent did not complete high school. Two-thirds of all undergraduates either held part time jobs or were seeking one as they took the USC. The typical undergraduate studies from 10 to 20 hours per week, is well acquainted with at least one faculty member and thinks most courses require intensive study and preparation outside the classroom. The Student Course Guide'' has some impact on the courses he takes. Students reported that friendships and coursework contributed most to their development in the past year. Large size and the way it is run'' were cited as things students like least about the school, while geographical location and campus atmosphere were noted as its best features. Freshmen held the most positive attitudes toward the university. Twenty-three percent of the undergraduates believed that the university's racist image or racist practices deter blacks from attending, while 23 percent feel blacks prefer to go to black colleges. (Author/SW)

ED 164 075 JC 790 087

El Sharei, Patricia Paul
Implementing a Marketing Program in the Community College.
Pub Date-Jan 79
Note-53p.; Graduate seminar paper, Pepperdine University; Pages 12 and 16 of the original document contain copyrighted material and are therefore not available; They are not included in the pagination
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrator Role, College Role, Community Colleges, Educational Strategies, Enrollment Trends, *Junior Colleges, *Literature Reviews, *Marketing, Presidents, Program Development, Publicize, *Student Recruitment, Surveys
Although it has traditionally been resisted, institutions of higher education are being forced to utilize marketing as a means to increasing enrollments, reducing attrition, and making services responsive to student needs. The purposes of this study were to identify marketing problems and techniques and suggest strategies for successful implementation of marketing practices in selected community colleges. A review of the literature uncovered a four-stage marketing plan developed at Prince George's Community College (Maryland) which realized a 15% increase in student headcount and a 12% increase in credit hours in its first year of operation. The literature also stressed the importance of the president's role in a marketing program, as well as the necessity of involving faculty, staff, students, and alumni. In interviews with administrators and staff from ten randomly selected Southern California community colleges, not one person acknowledged the current existence of a marketing program at their college. However, all utilized certain marketing and recruitment techniques. Although comprehensive marketing programs did not exist at these colleges, the public information office typically bore responsibility for preparation and distribution of brochures and press releases. A description of the marketing program at Clark College in Vancouver, Washington, and the steps taken in its implementation concludes the study. A bibliography is appended. (MB)

ED 163 776 FL 009 868

Newport, Elissa L. Gleitman, Henry

Maternal Self-Repetition and the Child's Acquisition of Language. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Cognitive Processes, *Comprehension Development, *Language Development, *Language Processing, Language Research, Longitudinal Studies, Mothers, Neurolinguistics, *Parent Child Relationship, Preschool Children, Preschool Learning, Psycholinguistics, Redundancy, *Verbal Development
Identifiers-*Repetition

This article hypothesizes that language repetition of young children (in the sense used by Kobashigawa and Snow) does not help language acquisition. The evidence comes from the results of a prior study in which no indication was found that mothers who repeat themselves a great deal have children who acquire language more quickly. However, non-correlations may occur because there is no relation between the variables. In the present study the relationship between repetition and language growth is examined inferentially, by examining the short-term consequences of repetition on comprehension. In particular, a premise of the repetition hypothesis is examined: according to the hypothesis, the child must process repetition sequences as repetitions, rather than as sequences of unrelated utterances. On the basis of two studies, one naturalistic and the other experimentally controlled, the child gives no evidence of responding to repetitions as repetitions. It is concluded that it seems unlikely that repetition per se could have a beneficial effect on language acquisition. (NCR)

ED 163 839 HE 010 532

Fincher, Cameron
Curricular Reform for the 1980s.
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date-Sep 78
Note-7p.; Paper originally presented at the College Board Summer Institute (University of North Carolina, Chapel Hill, July 31, 1978)
Available from-Institute of Higher Education, University of Georgia, Athens, GA 30602
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Curriculum, *Core Curriculum, Curriculum Design, *Curriculum Development, Curriculum Problems, Educational Change, Educational History, Educational Innovation, Educational Trends, *General Education, *Higher Education, *Literature Reviews, Trend Analysis
Identifiers-Carnegie Commission on Policy Studies, Columbia University NY, Council for the Advancement of Small Colleges, Harvard University MA, Tennessee Higher Education Commission, University of California System

Trends in curriculum reform are traced, and a number of relevant publications are critiqued. Three volumes issued by the Carnegie Council on Policy Studies deal with the problems and issues of the college curriculum. One volume, by Frederick Rudolph, is a historical survey of the American undergraduate curriculum. A second volume deals with the major issues of the 1970s, and an undergraduate curriculum handbook duplicates much of what is in the other volumes. Curriculum improvement is addressed by Chickering, Halliburton, Bergquist, and Lindquist (1977) in a project for the Council for the Advancement of Small Colleges. The handbook is designed for faculty and administrators. An effort that is helpful in defining the minimal competencies of a college graduate has been made by four scholars writing under the auspices of the Tennessee Higher Education Commission (1977). A small volume by Boyer and Kaplan discusses the need for a core curriculum. A proposal for a core curriculum at Harvard University, a California task force's proposed changes in general education, and an effort at Columbia University to reintegrate'' the university through general education are noted. Belknap and Kuhns (1977) discuss general education, and innovations and attempted reforms of the past two decades are treated in a volume by Grant and Riesman (1978). Trends that are outlined in this newsletter include the current pressures toward unity after a period of much diversity. The shift in thinking about curricula represents a turning from change and innovation to reform and restructuring. (SW)

ED 163 898 IR 006 077

Kennedy, William
Getting It All, Saving It All: Some Notes By an Extremist. Position Paper on Functions and Services.
Governor's Commission on Libraries, Albany, N.Y.
Pub Date-Mar 78
Note-31p.; Position paper prepared for the New York State Governor's Conference on Libraries; Response prepared by Mary Cassata
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-Equipment, Fiction, Films, *Library Collections, *Library Role, Microfilm, *Needs, Newspapers, Trend Analysis, *User Satisfaction (Information)
Library users want access to it all whatever they need, whenever they need it, without restrictions because of content. This library user suggests that libraries should preserve and provide the novel, old newspapers, pop culture, and films. Financing preservation programs for old newspapers is needed for tabloids as well as the Times. These are also aspects of our culture, they should be preserved and provided. The State Library should provide films for enjoyment as well as for research. There should also be a redesign of microfilm machines, an increase in filmscript holdings, and spoken language records, and a rescheduling of library hours to better conform to user needs. A response to this opinion paper indicates that libraries must understand user needs in terms of individuals. Differences in the perception of the printed word, the live event, the televised program, and the audio tape record suggest that all forms of media are essential in libraries. The library's future role will depend upon its ability to fuse new services and new clientele, via a variety of means. (Author/MBR)

ED 163 921 IR 006 454

An Information Storage and Retrieval System for Biological and Geological Data. Final Report.

Smithsonian Institution, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date-Jun 78
Grant-OEG-1-7-071159-4425
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Automation, Bibliographies, Biology, *Computer Oriented Programs, Geology, Information Processing, *Information Retrieval, *Information Systems, Interinstitutional Cooperation, Methods, *Museums, *Natural Sciences
Identifiers-*Smithsonian Information Retrieval System

This report describes the Smithsonian Institution Information Retrieval (SIIR) System, a computerized information management system for natural history museums, as well as computer developments subsequent to SIIR, and the SELGEM system which evolved from SIIR and discusses their application to data processing and collection management in museums. The methodology used in defining the scope of SIIR, the basic problems in preparing data for automation, and the definition and design of the files are covered. SELGEM, a generalized system for information storage, management, and retrieval, especially suited for collection management in museums, is an outgrowth of the SIIR system. It is used in several hundred applications by nearly all bureaus of the Smithsonian Institution. Procedures for SELGEM file updating, retrieval, sorting, editing, thesaurus processing, and indexing are discussed. A partial listing of SELGEM users at other museums and institutions is included, along with users and uses of SELGEM at the Smithsonian. Some of the more important publications relating to the system's development, application, description, and products are also listed. (Author/MBR)

ED 163 945 IR 006 505

Sim, Yong Sup

Identifying the Future Roles of the Library at the Community College: A Delphi Study.

Pub Date-Sep 77
Note-209p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Bibliographies, *Community Colleges, Data Analysis, Doctoral Theses, Graphs, *Junior College Libraries, Library Planning, *Library Research, *Library Role, Literature Reviews, Questionnaires, Research Methodology, Tables (Data)
Identifiers-*Delphi Technique, *Mercer County Community College

Divided into five parts, this report describes a research project which used the Delphi method to identify the future roles of the library at Mercer County Community College through 1986, and to set priorities for those roles. The introductory section includes definitions of the problem, the terms used, the subject, and the organization of the study, as well as a review of the literature. A discussion of procedures and methodology focuses on the participants faculty/staff, students, librarians from other institutions, and a jury of experts and the three questionnaires used to gather data. Analysis of the data from all three rounds is described, and the ten roles considered to be the most significant are listed. The summary and recommendations include a priority-ranked list of 79 future library roles. Graphs and tables are used to display data throughout the report and a bibliography is included. A list of the participants, copies of the three questionnaires, and the primary role statements generated by the first questionnaire are appended. (JD)

ED 163 993 IR 006 788

Obertino, Pricilla And Others
Elementary Reading on PLATO IV.
Illinois Univ., Urbana. Coordinated Science Lab.
Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-77
Contract-NSF-C-723
Note-25p.; For related document, see IR 006 787
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Reading, *Beginning Reading, *Computer Assisted Instruction, *Computers, Curriculum Development, Elementary Education, *Grade 1, Instructional Innovation, Instructional Materials, Learning Activities, *Program Descriptions, Reading Instruction
Identifiers-*Computer Software, *PLATO

This description of computer-based courseware for a beginning reading curriculum developed by the PLATO Elementary Reading Project indicates the philosophical approach to lesson development and describes the interactive capabilities of the system, as well as the types of visual displays, routines for data collection by teachers, and uses of the various features of the PLATO IV terminal. Typical lessons are illustrated for each of the 17 categories which are currently available and teacher management options are outlined. A schematic diagram of the PLATO IV system and detailed descriptions of the plasma display panel, output and input devices, and the terminal keyset are included. (CMV)

ED 164 017 JC 790 010

Ajose, Sunday A.

A Review of Research on the Effectiveness of Remedial Mathematics Programs in Two Year Colleges.

Pub Date-12 Oct 78
Note-11p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two Year Colleges (Houston, Texas, October 10-14, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Community Colleges, Effective Teaching, *Junior Colleges, *Literature Reviews, Mathematics Instruction, *Program Effectiveness, Program Evaluation, *Remedial Instruction, *Remedial Mathematics, Teaching Methods

A review of the research literature on the effectiveness of remedial mathematics programs in two-year colleges is presented. Although remediation programs vary from one college to another, they share some common characteristics. Most programs include a placement component, two or three courses in arithmetic and algebra, and support services like tutoring, laboratory activities, and counseling. Objectives usually include helping the student to: (1) acquire basic arithmetic and algebra skills; (2) become mathematically literate; (3) gain confidence and self-respect in mathematics; (4) develop positive attitudes toward mathematics; and (5) prepare for further studies in mathematics or for entry into technical, vocational, or business programs. Attempts to evaluate these programs tend to either focus on specific objectives, like the extent to which remedial courses prepare students for further studies in mathematics, or on the evaluation of instructional strategies themselves. Although it is known that remedial programs provide students with essential skills in arithmetic and elementary algebra and that certain instructional methods promote positive attitudes, studies provide conflicting evidence about the effectiveness of the programs and the most appropriate of the 16 studied instructional strategies. (MB)

ED 164 036 JC 790 043

Robinson, H. F. And Others
Expanding Student Mobility: A Challenge for Community Colleges. Workshop Proceedings. (Asheville, North Carolina, November 7-9, 1977).
Southern Regional Education Board, Atlanta, Ga.
Pub Date-77
Note-71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrative Policy, Administrator Role, *Articulation (Program), College Role, Counselor Role, Educational Mobility, Junior Colleges, *Postsecondary Education, *Student Mobility, Teaching Techniques, Technical Institutes, *Transfer Policy, Transfers, Universities
Identifiers-Lateral Mobility, Vertical Mobility
The first of four presentations in this collection dealing with student mobility focuses on the role of the university in improving vertical mobility. Questions concerning the impact of community colleges on baccalaureate programs, the demand for vertical mobility, and means of improving mobility are addressed. Particular problems of Western Carolina University are discussed, and the success of the student development program in dealing with these problems is described. The second paper is concerned with student affairs services and the challenge felt by college counselors of increasing numbers of nontraditional students. The findings of a study on the role of counselors as perceived by administrators, faculty, and counselors themselves are presented. The third paper considers the role of management in student mobility in view of issues such as quantity vs. quality, comprehensiveness vs. single purpose, general education vs. specialization, and cooperation vs. competition. Also considered are ways of facilitating vertical and lateral mobility, and potential hindrances to be avoided. The implications for instructional affairs are discussed in the final paper which approaches student mobility in terms of student goals, student-directed learning, learning styles, program placement, faculty role, developmental programs, instructional models, curriculum development, institutional role, and state role. (MB)

ED 164 095 PS 010 256

Iscoe, Louise Kihnel, Barbara
The Growing Child: From Six Through Fifteen Years. Child Health and Safety Series. (Module VIII).
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-99p.; For related documents, see PS 010 241, PS 010 246, PS 010 248, and PS 010 252-55 ; Due to colored background, parts may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adolescents, Behavior Problems, *Child Care Workers, Children, Emotional Problems, *Foster Family, *Health Education, *Health Guides, *Instructional Materials, Postsecondary Education

This manual for foster parents and child caregivers (1) provides an outline of normal physical, mental and social/emotional dimensions of child development from age 6 through 15 years of age; (2) indicates what children and youth need from adults in order to develop normally; and (3) identifies problems which may occur in the areas of physical, social and mental growth and suggests ways to handle them. The manual is divided into three sections. Section I considers development age 6 to 8. The need for professional help in dealing with serious problems of learning, emotions and behavior is emphasized. Section II covers the period from age 9 to 12. The emergence of new sexual, racial and ethnic identities and group affiliations at preadolescence is discussed. Section III considers development from age 12 through 15. Normal problems and concerns as well as exceptional problems of adolescent youth are traced. (Three slide/sound presentations and pamphlets were produced in conjunction with this manual.)

ED 164 112 PS 010 300

Barriers to School Breakfast.
Children's Foundation, Washington, D.C.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.; Ford Foundation, New York, N.Y.
Pub Date-Nov 78
Note-107p.

Available from-The Children's Foundation, 1028 Connecticut Avenue, N. W., Suite 1112, Washington, D.C. 20036 ($3.00; bulk rates available upon request)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrator Attitudes, *Breakfast Programs, Community Attitudes, Elementary Secondary Education, *Federal Programs, Government Role, Nutrition, *Program Administration, *Program Descriptions, *Program Planning, School Responsibility, School Role, Social Change, Student Participation
Identifiers-*School Breakfast Program

The School Breakfast Program described in this booklet was legislated by Congress and implemented nationwide in public and non-profit private schools by the U.S. Department of Agriculture. The first chapter of the booklet presents a narrative summary of research data that support the need for school breakfasts. The second chapter discusses the historical background of the program and describes the program's administration and funding proced[illegible]es. The third chapter details problems in implementing the program, such as costs of teacher supervision, lack of adequate eating facilites, lack of student participation, and other problems. Prejudices and arguments raised against the program are outlined in Chapter 4. Chapter 5 presents summaries of selected school breakfast programs in 10 states: Arizona, Connecticut, Maine, Massachusetts, Montana, Nebraska, Ohio, Oregon, South Carolina, and Wisconsin. The final chapter provides recommendations for fostering school breakfast programs at the national, state, and local levels. Appendices describe one successful breakfast program in Great Falls, Montana, and present tabular statistics on student participation in selected lunch and breakfast programs. (SE)

ED 164 190 RC 011 009

Arnow, Beth

Substance Use Among Migrant and Seasonal Farmworkers in Central Florida.

Florida Technological Univ., Orlando.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.; Thee Door of Central Florida, Inc., Orlando.
Pub Date-Oct 78
Grant-DA-01808-03
Note-214p.; Not available in hard copy because of high incidence of small-print tables
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age Groups, *Agricultural Laborers, *Alcoholic Beverages, Alcoholism, Delivery Systems, Demography, *Drug Abuse, Ethnic Groups, Illegal Immigrants, Medical Treatment, Mental Health, *Migrant Workers, Migration Patterns, Narcotics, Questionnaires, Rural Population, *Seasonal Laborers, Sex Differences, Spanish Speaking, *Statistical Data
Identifiers-*Florida (Central)

A study of alcohol and drug use among migrant and seasonal farmworkers in Orange and Lake counties (Central Florida) was conducted in 1978 to determine substance abuse among migrant and seasonal farmworkers, the subgroups with substance abuse problems, the farmworkers' knowledge of and attitudes toward alcohol and drug treatment programs, and the extent of their mental health needs. A questionnaire, administered in Spanish or English, was used to interview 875 respondents: 825 in a general sample and 50 in a network sample of known drug users. The farmworker survey indicated substance use patterns similar to those found in the 1977 National Survey on Drug Abuse''. Results showed that drug use was strongly related to age and much of it was largely experimental; use of marihuana and illicit use of sedatives, barbiturates, amphetamines, and opiates increased with increased education; marihuana and alcohol use and nonmedical use of prescription drugs was lower among Hispanics than Whites or Blacks; alcohol was more widely used than illegal drugs across all ages; young adults (18-25) showed highest current use rates for all substances. Comparisons were also made for the smaller network sample and the Health Opinion Survey data. Recommendations include further research so that long-range strategies for primary prevention and intervention can be made along with improved service delivery to the farmworker community. (RS)

ED 164 227 RC 011 068

de la Rosa, Raul Hackett, Eugene deG.
National Migrant Education Program Math Skills Information System.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79

Contract-NIE-R-78-0003
Note-37p.
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-070, $3.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Basic Skills, *Data Bases, Display Systems, Elementary Education, Information Needs, *Information Systems, Information Utilization, Input Output, Mathematical Concepts, Mathematical Experience, *Mathematics, Mathematics Education, *Migrant Education, Migrants, *On Line Systems, *Skills, Student Evaluation, Teacher Role
Identifiers-Migrant Student Record Transfer System, *National Migrant Educ Prog Math Skills Info System

The educational background and issues which shaped the design of the National Migrant Education Program Math Skills Information System are explained in this report, along with a full description of the features of the system and its operation. It discusses the variety of math skills information used to permit teachers to input and receive math skills information about migrant students in order to insure continuity of education. Discussion covers the (1) issues and factors affecting the design of the Migrant Student Record Transfer System (MSRTS) Math Skills Information System its users, skills information needs, math skills hierarchy, continuity, "proper" math skills; (2) background and design considerations of the MSRTS Math Skills List nature of math as a subject matter, anatomy of a math skill statement, selection of the level of detail at which to define math skills; (3) structure of the MSRTS Math Skills List areas, topics, subtopics, skills, code structure, sequence of skills; (4) continuity and user information needs need to know status of student regardless of teaching methods used; (5) Math Skills Information System reports (displays) and reference documents volume of information, mini-skills lists, level of detail for reports, standard displays, standing orders; and (6) the system's operation. Also included are samples of reports and queries. (RS)

ED 164 246 RC 011 099

Wheat, Valerie, Comp.

Hispanic Women and Education: Annotated Selected References and Resources. Bibliography Series: 5.

Women's Educational Equity Communications Network, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date-Sep 78
Note-22p.; Compiled in consultation with Martha P. Cotera
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Cubans, Culture Conflict, *Education, *Females, Identification (Psychological), Instructional Materials, Labor Force, Mexican Americans, *Organizations (Groups), Political Affiliation, Puerto Ricans, Reference Materials, Sex Role, Sex Stereotypes, *Spanish Speaking
Identifiers-Chicanas

The annotated bibliography cites 82 selected references and resources pertaining to Hispanic women. Published between 1969 and 1978, the materials cited include bibliographies, overviews and statistical profiles, curricula and teaching materials, evaluations of material, perspectives on education, and publications on the participation of Hispanic women in the labor force and social, psychological and cultural conflicts (sexual and cultural roles and stereotypes, the immigration experience, and identity and political relationships). Addresses, phone numbers, contact persons, and a brief overview of the organization's interest areas are given for 13 Hispanic organizations and resource groups. Selected for their accessibility and relevance to women's educational equity, the entries were identified by searching ERIC (Educational Resources Information Center), Psychological Abstracts, Sociological Abstracts, National Technical Information Service, Comprehensive Dissertation Abstracts, Magazine Index, Women Studies Abstracts, catalogs and holdings of Chicano and women studies libraries, and Hispanic organizations and projects. Although the U.S. Equal Employment Opportunity Commission's definition of Hispanic' (all persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin) was used, most of the materials are related to Mexican American women. (NO)

SE

ED 163 798 FL 009 911

Factor, Susannah
Maskoke (Muskokee). Unvkuce Cokv Enhvteceskv.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-17p.
Available from-Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.00)
Language-Muskogee
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indian Languages, American Indians, *Bilingual Education, Childrens Literature, Illustrations, *Instructional Materials, *Legends, Primary Education, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages
Identifiers-Creek (Tribe), *Muskogee (Tribe)
This primary level reader developed for use in a bilingual education setting contains six legends in the Creek Indian language. Each legend is presented in large type and is illustrated by pen-and-ink drawings suitable for coloring. (AMH

ED 163 858 HE 010 679

Reineke, Robert A. Welch, Wayne W.
Workshops for Faculty Development in Family Medicine. Evaluation Report.
Minnesota Univ., Minneapolis. Minnesota Research and Evaluation Center.
Spons Agency-Society of Teachers of Family Medicine, Kansas city, Mo.
Pub Date-May 77
Note-93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*College Faculty, Course Evaluation, Educational Objectives, *Evaluation Criteria, *Faculty Development, *Family Health, *Graduate Medical Education, Higher Education, Participant Satisfaction, Questionnaires, Rating Scales, Teacher Workshops
Identifiers-*Family Practice (Medicine)

An evaluation was conducted of four faculty development workshops sponsored by the Society of Teachers of Family Medicine for faculty in family practice residency programs. Objectives of the evaluation were to determine the extent to which the workshops achieved the specified educational objectives and to assess the operational aspects of the workshops. The response of participants to different curricular components, logistic considerations, the mix of participants, and cost considerations were assessed. A participant questionnaire provided background information on participants and their institutions and reactions to the workshops. Judgments regarding success of the workshops are based on multiple sources, including the evaluation team, participants, education planning committee representatives, and the workshop staff. The judgmental statements use criteria regarding achievement, participant reactions, discrepancies between intended and observed activities, ratings on Havelock's seven factors for information dissemination, and the appropriateness of the workshop activities relative to the objectives of the project. Descriptions are provided of the evaluation procedures, the workshops, and the judgments of effectiveness. Appendices include: the participant questionnaire, faculty activities rating, curriculum check list, component session rating, dissemination and utilization rating form, and participant summary data. (SW)

ED 164 056 JC 790 064

Brawer, Florence M.
Trends in Ethnic Enrollments. Junior College Resource Review.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bilingual Education, Community Colleges, *Enrollment Trends, *Ethnic Groups, Faculty Recruitment, *Junior Colleges, *Literature Reviews, *Minority Groups, Program Evaluation, Special Programs, Student Characteristics, Student Recruitment
Identifiers-Information Analysis Products
Some of the issues relating to ethnic enrollments in community and junior colleges are discussed in terms of the recent literature on recruitment, access, finances, effects, and, to a lesser extent, in terms of the development of special programs and curriculums for special students. Brief summaries are provided of reports focusing on practical and financial aspects of recruiting students, program evaluations, and of descriptions of bilingual programs. Allusions are made to general reports providing information on program development, questions of bias, the assessment of student populations in terms of ethnicity, descriptions of methods of recruiting and retaining minority faculty, and reviews of court cases relating to Title IV of the Civil Rights Act of 1964. A bibliography listing the ERIC documents cited in this review is included. (Author/MB)

ED 164 209 RC 011 035

Moore, Robert B.
Two History Texts: A Study in Contrast. A Study Guide and Lesson Plan.
Racism and Sexism Resource Center for Educators, New York, N.Y.
Pub Date-75
Note-25p.; Not available in hard copy due to publisher's preference
Available from-Council on Interracial Books for Children, 1841 Broadway, Room 300, New York, New York 10023 ($1.50; 20 or more, $1.00 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-American Indians, Black History, Civil Rights, Comparative Analysis, *Content Analysis, Ethnic Groups, Females, *History Textbooks, Racial Segregation, *Racism, Sex Discrimination, Slavery, Stereotypes, *Study Guides, Teaching Guides, *Textbook Bias, *Textbook Evaluation, Textbook Selection
Identifiers-*Mississippi

By comparing a text that is especially biased with one that is especially free of bias, the understanding and recognition of race and sex bias in history textbooks can be developed. Your Mississippi'' by John K. Bettersworth and Mississippi: Conflict and Change'', edited by Sallis and Loewen, provide examples for such a study. Your Mississippi'' is an example of mytholized history''; its author has the tendency to view Mississippi through white eyes, wearing rose colored glasses''. Conflict and Change'' on the other hand is one of the best history books to be found''; it presents multiracial/multicultural concerns and experiences and honestly describes white racism''. This document is intended as a study guide to develop participants' skills in analyzing textbooks. It describes the court issue regarding the adoption of the two texts in Mississippi. It compares the contrasting approaches toward Native Americans, slavery, Reconstruction, Post-Reconstruction, race, migration, industrialization, civil rights, other racial and ethnic groups, and women. Illustrations, wording, and formats are examined and compared, and parallel quotes on the same historical events are utilized. The glossary discusses perspective, myth, ethnocentrism, eurocentrism, isolation, omission, stereotype, characterization, bias, racism, and sexism and how they relate to the approaches taken by some history books. (DS)

ED 163 878 HE 010 749

Kulick, Isabel
Evaluation of the Non-Technical Career Convocation, Spring, 1970. Research Report No. 9-70.
Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Opportunities, *Career Planning, *College Students, Employers, Employment Opportunities, General Education, Higher Education, Liberal Arts, Meetings, *Occupational Information, Program Evaluation, Questionnaires, School Industry Relationship, State Universities, Statistical Data, *Student Attitudes, Student Characteristics, Surveys
Identifiers-*Maryland University College Park
An evaluation was conducted to determine the characteristics and attitudes of students in attendance at the University of Maryland's Non-Technical Career Convocation that was attended by 70 employers interested in recruiting non-technical majors. A total of 296 students representing all classes and colleges in the non-technical areas were surveyed. Most of these students came to the Convocation to find out about career opportunities and viewed the Convocation as generally worthwhile. Students thought the Convocation's most attractive feature was its informality and its least attractive features were its limited representation and physical arrangement. Fifty-four percent of the respondents expressed some degree of vocational uncertainty. This implies that these respondents were primarily interested in a survey of occupational fields, while 46 percent of the respondents were more interested in specific information regarding their chosen occupational field. Future convocations should therefore be designed to consider both the general and specific types of occupational information that students request from recruiters. Survey questions and responses are appended. (Author/SW)

ED 163 970 IR 006 641

Kaskowitz, David Suppes, Patrick

Development and Implementation of a Computer Model for Student Management: Phases I and II. Interim Report, April 1977-December 1977.

Stanford Univ., Calif.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-7
Pub Date-Mar 78
Contract-F33615-77-C-0041
Note-61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Computer Managed Instruction, Continuous Progress Plan, *Curriculum Development, Educational Research, Goodness of Fit, *Mathematical Models, Military Training, Predictive Validity, Predictor Variables, Statistical Analysis, *Technical Education

Results are described for the first two phases of a study to develop and evaluate models of student progress in a technical training course being offered in a computer managed instructional environment at Lowry Air Force Base, Colorado. Several categories of models were developed in Phase I and defined by model type and by the type of variables used as predictors. In Phase II the models were evaluated using data collected on 368 students in an inventory management course. The evaluation consisted of parameter estimation and derivation of goodness of fit statistics. The results indicated that by using the performance information on the initial blocks of the course, more precise predictions of course completion time can be made than when only preassessment data are used. (Author/CMV)

ED 163 994 IR 006 789

Miller, Richard I.
Legal Protection of Computer Software: An Industrial Survey.
Harbridge House, Inc., Boston, Mass.
Spons Agency-National Commission on New Technological Uses of Copyrighted Works, Washington, D.C.
Pub Date-Nov 77
Note-71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Bibliographies, *Computer Programs, *Copyrights, Federal Legislation, Government Role, *Industry, Laws, Questionnaires, *Surveys
Identifiers-Commission on New Technological Uses, *Computer Software
A survey was commissioned to establish a baseline on the present modes of legal protection employed by the computer software industry. Questionnaires were distributed to 308 member companies of the Association of Data Processing Service Organizations (ADAPSO), and 116 responses were returned. Results indicated that (1) business executives typically rely upon technological resourcefulness rather than law to protect computer programs; (2) the development of new programs is only minimally dependent upon the availability of legal protection; and (3) the larger the company and the more general the program the more important is the law. Appendices include a table of copyright legal cases, a bibliography, and survey questionnaires. (Author/CMV)

ED 164 076 JC 790 089

Burns, Charles A., Ed.
Insight: An Annual Collection of Articles on Teaching and Learning by Faculty of the Community Colleges of the State University of New York.
State Univ. of New York, Albany. Office for Community Colleges.
Pub Date-78
Note-65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Anthologies, Archaeology, Art Appreciation, Business Education, Community Colleges, *Course Descriptions, Dramatics, *Effective Teaching, English Literature, Field Instruction, Geology, History Instruction, *Instructional Innovation, Instructional Trips, *Junior Colleges, Library Services, Mental Health Programs, Research Skills, Student Government, Student Research, Travel, Western Civilization
Identifiers-Ascent of Man
This collection of 15 articles on teaching and learning by community college faculty explores the following topics: (1) using modern treatments of standard literary themes and texts to enhance relevance''; (2) coordination of a course based on Jacob Bronowski's The Ascent of Man''; (3) planning a Library Awareness Day''; (4) use of a management development program to establish a sense of community often lacking at the large commuter'' school; (5) panning for gold as an exercise to teach sedimentation to students of introductory geology; (6) an actor's approach to the study of plays; (7) maintaining standards in travel/study courses with emphasis on courses that take place in limited time periods; (8) a thematic approach to the teaching of western civilization; (9) experience-based instruction in archaeology courses; (10) an argument in favor of focusing on creativity in art appreciation courses; (11) use of audio-tape descriptions to assist students in choosing a community field work placement in mental health programs; (12) structuring history instruction to promote understanding of past, present, and future; (13) teaching literature to non-literary students; (14) an interdisciplinary approach to teaching the skills and procedures of the library research paper; and (15) a model for student government at the community college. (MB)

ED 164 134 PS 010 339

McKinney, John
Study of Parent Involvement in Early Childhood Programs.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Oct 78
Note-23p.; For related documents, see ED 152 400-402
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, *Early Childhood Education, *Parent Participation, Parents, *Parent School Relationship, *Preschool Programs, Program Descriptions, *Program Evaluation, Questionnaires, School Aides, Tables (Data), Volunteers

This study was designed to investigate the nature and extent of parent involvement in 11 pre-kindergarten, kindergarten and/or elementary programs by measuring attendance at meetings and workshops; the number of persons and person-hours involved in various volunteer projects; and the relative emphasis given in meetings to various planning aspects of the programs. A Parent Involvement Questionnaire (included in this report) was developed for all 11 programs. A higher degree of parent involvement was generally evident in the pre-kindergarten than in the school-age programs. Across all programs, as a planning task, fund-raising received the greatest emphasis; when implemented, however, it involved a relatively small proportion of volunteers and volunteer-hours. More volunteer-hours were devoted to classroom participation than any other activity in all programs except Child Care and Get Set Day Care, where "work-day" parent involvement opportunities are lessened by employment and training commitments. Across all programs, the most frequently conducted workshop dealt with some aspect of the educational process. (Author/RH)

ED 164 153 RC 010 763

Eby, J. Wesley And Others
Navajo Area Language Arts Project (NALAP). Book 2.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date-74
Note-450p.; Not available in hard copy because of sideways reading material
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-American Indians, Art Activities, Classroom Games, Communicative Competence (Languages), Concept Formation, Cultural Background, *English (Second Language), Grammar, *Language Arts, Language Experience Approach, Language Instruction, *Learning Activities, Lesson Plans, Music Activities, Navajo, Primary Education, *Second Language Learning, Self Concept, Spiral Curriculum, *Teaching Guides, Transformation Generative Grammar
Identifiers-*American Indian Education, *Navajo (Tribe), Navajo Area Language Arts Project
Building on structural objectives in Book One, the 96 objectives in Book Two of the Navajo Area Language Arts Project (NALAP) provide instructional material for an additional one to one and one-half years of teaching English as a second language to Navajo children. The materials, intended to give a sequence of English grammatical structures based on specific language and conceptual needs of Navajo students, are developed around 14 linguistic and pedagogical premises (listed and explained) and the analysis of English provided by transformational grammar. Objectives are arranged in 10 units dealing with adverbials of place, simple past and present verb construction, possessives, object forms and personal pronouns, quantifiers, mass nouns, determiners, be'' verb (past tense), and demonstratives. Objectives are written in an expanded and annotated guideline form, giving teaching instructions, lesson time estimates, pupil responses, suggested contexts, vocabulary, and resources/materials, and several learning activities for each objective. An implementation guide for the teacher deals with lesson plans, setting up the situation, conventions, activities, techniques, pronunciation/intonation, pacing/mastery, sentence and word control, and types of objectives. Appendices contain an outline of grammatical structures, a glossary of NALAP terms and concepts, and an alphabetical listing of suggested learning activities. (RS)

ED 164 171 RC 010 968

Edington, Everett D.

Rural Youth: The Neglected Minority. A Presentation in the College of Education Dialogue Series, New Mexico State University.

Pub Date-9 Nov 78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, American Indians, *Aspiration, Caucasians, Cultural Differences, Expectation, Mexican Americans, Mobility, Occupations, Place of Residence, *Rural Urban Differences, *Rural Youth, *Self Concept, *Socioeconomic Status, Suburban Youth, Urban Youth, Values

Rural youth are a diverse group not only geographically, but socioeconomically, ethnically, and culturally as well. Historically, the rural student has not achieved as well as his urban counterpart in high school or in post secondary education. There is evidence that this is beginning to change and that rural students are doing as well or better than urban students, but are still slightly behind surburban students. Rural youth are at a disadvantage on the job market; schools have not adequately trained them for the world of work when compared to other youth. The paper also reports on occupational, educational, and residence aspirations and expectations. Comparisons of self concept and values between rural and other students are also discussed. (EE)

ED 163 777 FL 009 869

Bock, J. Kathryn Hornsby, Mary E.

How Children Ask and Tell: A Speech Act Analysis of Children's Requests.
Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Cognitive Processes, Communication Skills, *Comprehension Development, Interaction Process Analysis, Language Development, *Language Research, *Linguistic Competence, Listening Comprehension, Longitudinal Studies, Preschool Children, Psycholinguistics, *Sentence Structure, Speech Communication, *Syntax, Verbal Development, *Verbs

The ability of children at different ages to distinguish instructions to "ask" from instructions to "tell" and the types of structures used to express these directives were studied. Subjects were 120 children, aged 2 years 6 months to 6 years 6 months. Children were instructed to either ask or tell an adult or another child to give them puzzle pieces. The dependent measures were the politeness of the directives used by the children, as determined from adult ratings, and the syntactic form (imperative, interrogative, or declarative) of the directives. Results suggest that children become more polite, in adult eyes, as they grow older, and they are more polite when instructed to ask than when instructed to tell. Children can productively distinguish instructions to ask from instructions to tell, but older children do so more reliably. This finding suggests that they recognize and are able to convey the differences in illocutionary force authorized by the two words. Children used imperatives more frequently to tell than to ask, and interrogatives more frequently to ask than to tell. Declaratives were employed frequently by the younger children, but rarely by the older children. While older children were more polite to adults than to children, the 3-year-olds and 4-year-olds were more polite to other children. (SW)

ED 163 799 FL 009 912

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 9, No. 3.
Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date-78
Note-131p.
Available from-Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)
Language-German
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bibliographies, English (Second Language), *German, Information Systems, *Language Instruction, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 256 items in this issue appeared in 1977 and 1978, but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 163 819 FL 009 973

Lawall, Gilbert

ACL Report. A Report of the Activities of the American Classical League 1977-1978.

American Classical League, Oxford, Ohio.; Massachusetts Univ., Amherst. Dept. of Classics.
Pub Date-78
Note-165p.; Some documents for the American Classical League are prepared at the Amherst office
Available from-Professor Gilbert Lawall, Editor, NECN Publications, The New England Classical Newsletter, Department of Classics, University of Massachusetts, Amherst, Massachusetts 01003 ($2.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Annual Reports, *Classical Languages, Classical Literature, Committees, Conference Reports, Elementary Secondary Education, *Greek, Higher Education, Humanities, *Language Instruction, *Latin, Organizations (Groups), *Professional Associations, Second Language Learning
Identifiers-*American Classical League

Five topics of interest to persons involved in classical studies are discussed in this report: (1) A Survey of the Classical Scene'' focusses on the future of classical studies in elementary and secondary schools with some mention of the situation in colleges and universities. (2) ACL: The State of the League'' includes officers, agenda and minutes of Council Meetings, officers' reports, policy statements and committee reports. (3) The League and Other Associations'' discusses cooperation with other associations. (4) Thirty-first Annual Institute: Up-dating the Classics: New Roles, New Allies'' presents the program and abstracts of papers presented at the institute. (5) The Committee on the National Junior and Senior Classical Leagues'' lists the members, JCL State Chairpersons and reports of members of the Committee on the National Junior and Senior Classical Leagues. (AMH)

ED 163 899 IR 006 078

Lowen, Walter Wakefield, Rowan A.

Input, Output, Throughput and Kaput. Position Paper on Technology. Response Prepared by Teresa Strozik.

Pub Date-Mar 78
Note-23p.; Position paper and response prepared for the New York State Governor's Conference on Libraries
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Futures (of Society), Information Needs, *Information Processing, Information Services, *Libraries, On Line Systems, *Technology, *Trend Analysis

A review of the history of libraries from the viewpoint of a speaker in the year 2080 describes the opposing trends of a shift of human values toward individuality and diversity, while technology was becoming more uniform. Man-computer relationships steadily replaced people-to-people relationships. While the cost of contact services rose, technological advances brought electronic service costs down. By 2030, most of one's time was spent putting information in or taking it out of communication devices. Information needs increased but libraries could not keep up. Huge data banks made retrieval inefficient. To combat these dehumanizing, and unfulfilling trends, people shifted back toward informal information exchange networks, browseries, and specialty information libraries. The response to this position paper argues that rather than having a dehumanizing effect, the computer is leading the consumer society away from mass-produced homogeneity. Technological intercommunication including teleconferencing is increasing leisure time. The symbiotic person/computer relationship will free the person for human interaction, development, and creativity. Rather than a schism between library science and information science people, librarians should act to utilize information science to further the needs of its own development. (Author/MBR)

ED 163 922 IR 006 461

Stonehouse, Marie Louise, Ed.
Science and Technology: A Purchase Guide for Branch and Public Libraries. 1977.
Carnegie Library of Pittsburgh, Pa.
Pub Date-Jan 78
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, *Books, *Library Acquisition, Library Material Selection, Literature Guides, Manuals, *Public Libraries, Purchasing, *Sciences, *Technology

This classified and annotated list contains 1000 titles selected for students and non-specialist adults from books received in the Science and Technology Department of the Carnegie Library of Pittsburgh during 1977. Entries are classified in the Library of Congress system and include the LC number, name of the first author only, title, and bibliographic information including price where readily available. Many do-it-yourself entries from series on science, sewing, home repair, and television servicing are included along with entries on geography, anthropology, mathematics, astronomy, natural history, biology, medicine, plant culture, engineering, motor vehicles, photography, handicrafts, and military science. An author index is included. (Author/MBR)

ED 163 946 IR 006 507

Swan, Frank

Jackson-Josephine County Library Systems Cooperative Staff Development Plan.

Jackson County Library System, Medford, Oreg.
Pub Date-28 Jun 76
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cooperative Planning, *County Libraries, Glossaries, Inservice Programs, *Library Programs, *Models, Program Design, Program Evaluation, Records (Forms), *Staff Improvement, *Systems Approach, Training Objectives, Training Techniques
Identifiers-*Oregon

This plan, designed for implementation in the Jackson and Josephine County library systems in Oregon, describes a cooperative method of staff development. The first section includes a brief discussion of the historical background to the training program, the service populations and staffing for the two counties, the continuing education resources of Southern Oregon, and management attitudes and policy. The second section outlines a comprehensive concept for staff development, broken down into goals and subgoals, general programs, departmental programs, individual program needs, and subject training programs. Each of the latter contains subsections, where appropriate, that describe the participants, objectives, suggested activities, and evaluation to be used. An appendix, the largest portion of the document, presents a glossary of terms, outlines a step-by-step systems approach to the design of such training programs, and includes a suggested program form and a program evaluation form. (JD)

ED 164 018 JC 790 011

Coward, Tamara B., Ed. And Others

Professional Development in Higher Education.

Advanced Institutional Development Program Two-Year College Consortium.; Central YMCA Community Coll., Chicago, Ill.; McManis Associates, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-92p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Community Colleges, *Faculty Development, *Junior Colleges, Needs Assessment, Performance Contracts, Personnel Evaluation, *Professional Continuing Education, *Program Development, Program Evaluation, Program Planning, *School Personnel, *Staff Improvement, Workshops

The need for and importance of professional development at the community college level are explored. The initial chapter presents an overview of the topic and discusses the relationship between professional development; a planning, management, and evaluation system; and Advanced Institutional Development Program grants. The essential elements of a staff development program are identified and needs assessment survey forms for administrators, faculty, and classified personnel are presented. The second chapter reviews the development and implementation of the classified staff development program at Seattle Community College in a question-answer format. The rationale for, and the objectives, principles, implementation, and application of faculty growth contracts are considered in Chapter 3, which also provides an illustrative example. Chapter 4 considers evaluation as a staff development tool, presents a human development model, and looks at evaluation processes and outcomes. Chapter 5 presents tips on the planning, implementation, and evaluation of two- or three-day inservice workshops; sample checklists and evaluation forms are included. Appendices to the document contain a classified staff career ladder used for the Seattle Community College District, a bibliography on program development, a foundation directory, and a list of potential sources for professional development activities. (MB)

ED 164 037 JC 790 044

Gibson, Dale R.
A Needs Assessment Study at Apache Junction for Long Range Planning.
Pinal County Community Coll. District, Florence, Ariz.
Pub Date-Jun 78
Note-117p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Academic Aspiration, College Bound Students, Community Attitudes, Community Colleges, Community Surveys, *Educational Interest, *Educational Needs, Employer Attitudes, High School Students, Institutional Research, *Junior Colleges, *Needs Assessment, Participant Characteristics, School Surveys, Student Attitudes, Student Interests

As part of an effort to assess the postsecondary educational needs of the community of Apache Junction, surveys were administered to: (1) students in grades 9-12 at Apache Junction High School (N 420) with regard to their educational plans, the postsecondary institutions they anticipated attending, course and program interests of those planning to attend Central Arizona College (CAC), and their image of CAC; (2) permanent residents of Apache Junction (N 100) with respect to their characteristics, their interest in and use of the programs and courses offered in CAC, their interest in courses not offered, and their image of the school; and (3) area employers (N 40) with regard to existing local employment needs and the courses they would like to see provided at CAC. One-half of the students surveyed planned to attend college, most intending to attend Arizona State University. Little interest was shown in attending CAC. On a hypothetical basis, the CAC program selected most frequently was general academic preparation for university transfer. Residents' interest in courses and services was also rather low; the most popular programs were those leading to an associate degree. Of the businesses surveyed, about 45% indicated that there was a problem in filling personnel requirements with qualified employees. A concern with upgrading skills was also revealed. Data tables present the results of the surveys and the instruments are appended. (MB)

ED 164 057 JC 790 065

Guidelines for Determining State Aid Eligibility for Community College Courses.

Missouri State Dept. of Higher Education, Jefferson City.
Pub Date-26 Jan 78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Associate Degrees, College Curriculum, Community Colleges, Course Content, Course Objectives, *Courses, Credit Courses, Educational Finance, *Eligibility, Guidelines, *Junior Colleges, Noncredit Courses, *State Aid, *State Standards
Identifiers-*Missouri

Guidelines from the Missouri State Department of Higher Education for determining the eligibility of community college courses for credit hour reporting for state aid purposes are presented. Definitions are given for "course" and "semester credit hour." Criteria are presented to help establish which courses in baccalaureate transfer and in vocational/technical programs, which vocational courses not part of a degree or certificate program, and which remedial and preparatory courses are eligible for state aid. Additional guidelines are given for courses in art/crafts, home economics, languages, music, physical education, pilot training, General Education Diploma courses, student activity courses, and other courses offered to employees of a profit-making organization. Non-credit courses eligible for state aid include vocational/technical courses and public service courses designed to meet career needs of employed persons or persons who intend to enter or re-enter employment. Non-credit courses ineligible for state aid include elementary and secondary school courses, leisure time courses, physical education courses, semester credit hours awarded through examination, and general arts and science courses which are similar in content to credit courses. Information on reporting and funding is also provided. (MB)

ED 164 096 PS 010 257

Browne, Gayle, Comp.

Day Care for School-Agers: A Program for School-Agers, Parents, and Day Care Staff.

Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-434p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-After School Activities, *After School Day Care, Art Activities, Communication Skills, Cultural Activities, *Day Care Programs, Elementary Education, Food, Games, *Instructional Materials, *Learning Activities, Music Activities, Physical Activities, Primary Education, Program Planning, *Resource Materials, Science Activities

Activities for school age day care programs are presented in detail in this guide for children, parents, and day care staff. The guide consists of 14 illustrated booklets that provide activity instructions and some background information. Topics are: (1) functions of school age day care; (2) quiet and active games and materials; (3) toys and play props to make; (4) ways to develop the child's physical (indoor and outdoor) environment; (5) gymnastic exercises to be used to teach physical skills; (6) recipes and food activities which teach the child nutrition, good eating habits, and academic skills; (7) science and nature projects which informs the child about trees, insects, and other subjects; (8) community resources for children; (9) arts and crafts activities in such areas as crafts from other cultures, decorations, nature projects, and woodwork; (10) music activities, including appreciation exercises, singing, dancing, composing, and learning about musical instruments and equipment; (11) communication and creative dramatic activities; (12) projects that focus on special interests of the older child (ages 10 through 12); (13) classroom management and day care program planning; and (14) business and program forms and recordkeeping. The appendix contains a tabular listing of small equipment and supplies. Slide shows are available to complement the guide. (SE)

ED 164 113 PS 010 303

Goldberg, Roberta Jean

Development in the Family and School Context: Who Is Responsible for the Education of Young Children in America?

Pub Date-Aug 78
Note-32p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New York, New York, August 17-20, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavioral Science Research, Cognitive Development, Demography, *Early Childhood Education, Family (Sociological Unit), Interpersonal Competence, Literature Reviews, Mother Attitudes, Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, *Parent Role, *Preschool Children

Examining the adult's role in the development of responsive child care environments, this paper reviews several studies on children's daily learning experiences in the family, the relationship between parents' time spent with children and children's social skills and learning abilities, and the agents parents believe are responsible for the education and socialization of children. The paper discusses (1) recent societal trends of the family and maternal employment statistics; (2) amount of time parents spend in child care activities and demographic factors which influence the time that parents allocate to children; (3) how maternal education and employment influence the amount and quality of time that mothers spend with children; (4) how parent-child interactions at home affect children's cognitive development and academic achievement; (5) the relationship between quantity and quality of mothers' time spent with preschoolers and the children's preschool performance; (6) parents' preparation of children for first school experiences, including the education and employment characteristics of mothers and types of skills they teach their preschoolers; and (7) a comparison between types of school preparation provided children and their performances on measurements of cognitive development and school learning. Summary comments focus on how the above information might affect the decisions of early childhood educators. (SE)

ED 164 228 RC 011 069

Myers, Paul R. And Others

A Socioeconomic Profile of the Northern Great Plains Coal Region.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Report No.-AER-400
Pub Date-Mar 78
Note-65p.; Some tables may not reproduce because of faint print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, American Indians, Demography, *Economic Development, Economic Disadvantagement, *Employment Patterns, Energy, Family Structure, Housing, Income, Labor Force, *Migration Patterns, Natural Resources, Occupational Surveys, Population Trends, *Rural Areas, *Socioeconomic Status, Statistical Data
Identifiers-*Coal, *United States (Northern Great Plains)

When historic (1940-70) and recent (1970-74) trends in population, income, and employment for the Northern Great Plains coal region are compared with that for the entire U.S. and all U.S. nonmetro counties, data reveal a minimal population increase from 1940 to 1970, a period of declining agricultural employment and high outmigration rates. In 1970-74, migration and population trends were reversed and total employment increased; large population increases came mostly through immigration to specific coal-producing areas. Enormous socioeconomic factors will be expected to have an impact on the American Indian population, which has 9 percent of the region's total strippable coal reserves. The narrative portion of the profile looks at population and demographic patterns (towns, recent mobility, minority composition, fertility, age structure, dependence rates, educational attainment, school enrollment); employment, earnings, and labor force (employment patterns in public utilities, agriculture, manufacturing, contract construction, mining, transportation, communication, government services; earnings by sex/occupation; past labor force growth/future potential); indicators of well-being (income, poverty, family structure, housing); and implications (baseline economy, community services, regional growth). An appendix of statistical tables comprises almost half the report. (RS)

ED 163 840 HE 010 533

Digest of Statistics on Higher Education in the United States, 1973-74/1977-78.

Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.

Pub Date-Aug 78
Note-27p.
Available from-Teachers Insurance and Annuity Association/College Retirement Equities Fund, 730 Third Ave., New York, New York 10017
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Faculty, College Students, Enrollment Rate, Expenditures, *Higher Education, Institutional Characteristics, *National Surveys, Operating Expenses, *Private Colleges, School Funds, *State Colleges, Statistical Data, Student Teacher Ratio, Teacher Salaries, *Trend Analysis

This digest summarizes and condenses some of the information about higher education in the United States from 1973-74 through 1977-78 provided by the U.S. Office of Education and other public and private educational organizations. Eleven tables are presented on the following topics: number of institutions and branch campuses, by type and control; enrollment, by type and control; public/private ratios for number of institutions and their enrollment, by type and control; weighted average faculty salaries, by academic rank, type, and control; average annual percentage increase in faculty salaries, by academic rank with increases related to purchasing power; current fund expenditures, by control, with total current fund expenditures, by control and purpose; current fund revenues, by control; and current fund revenues, by control and source. (SW)

ED 163 859 HE 010 682

Cook, Gordon

A Medical Revolution That Could...: The Work of the PROMIS Laboratory and Laurence L. Weed, M.D.

Pub Date-29 Sep 78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Case Records, *Clinical Diagnosis, *Computer Oriented Programs, Delivery Systems, Health Services, Higher Education, Hospitals, *Information Systems, Innovation, *Medical Case Histories, *Medical Education, Medical Evaluation, Medical Treatment
Identifiers-*Physician Patient Relationship, *Problem Oriented Medical Information System, Teaching Hospitals, University Hospital Burlington VT, Vermont University Medical School, Weed (Lawrence L)

The problem-oriented medical record, developed by Lawrence L. Weed, M.D., involves an interactive computer system and has been operational on two wards at the University Hospital in Burlington, Vermont, a teaching hospital. The Problem-Oriented Medical Information System (PROMIS) consists of terminals that feed into the central memory units; the terminals can be wheeled to the patient's bedside. Displays indicate first the common and then less common diseases that can be attributed to the patient's symptoms. Other displays logically lead the physician to a treatment plan through references from the medical literature and other considerations. The system also maintains problem-oriented progress notes. The system is designed to educate a new physician and other health practitioners who are patient-centered, team-oriented, and who relate to patients as mutual participants. Physicians must be trained and educated differently under this system. Under a restructured medical curriculum, it should be possible to train more people for less expense. The system creates conditions under which medical care can become coordinated in its delivery and potentially less costly both because tests are not done unless absolutely necessary and because the physician is warned not to do something in treating one problem that will complicate another. To the extent that "experts" create guidance tools that other members of the health team can use, costs can be lowered. The present system of provider-centered health care will be restructured to be patient-centered if the PROMIS system is accepted by the medical community. (SW)

ED 163 971 IR 006 644

Laddaga, Robert And Others

Research on Uses of Audio and Natural Language Processing in Computer-Assisted Instruction Third Year Report. Technical Report No. 289.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-23 Sep 77
Grant-SED-74-15016 A02
Note-89p.; For related documents, see IR 006 644-647
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Annual Reports, *Artificial Speech, Beginning Reading, *Computer Assisted Instruction, *Computer Programs, Curriculum Development, *Educational Research, Elementary Education, Higher Education, Logic, Mathematics Instruction, Programing Languages, Set Theory
Identifiers-*Computer Generated Speech, *Natural Language Processing

Research carried out during the year focused on meeting project objectives in three main areas: computer-generated speech, complex teaching programs with audio, and teaching reading with audio. Work on computer-oriented speech was concerned with improving the facilities and procedures for utilizing the speech system software and the Micro Intoned Speech Synthesizer (MISS machine''), as well as the continued development and improvement of sentential synthesis through intonation contouring with word concatenation. In the three complex teaching programs studied, work included the completion of the writing of audio and display only versions of lessons in a portion of the logic course, improving the interface with curriculum and lessons for the proof theory course. In the area of teaching beginning reading, a study in which three systems of computer-generated speech were compared to each other and a human-voice control on the task of producing individual letter sounds was designed and conducted with a group of first graders as subjects. A comparison of the three systems on a more complete list of sounds was carried out with fifth grade students. Experimental objectives, procedures, and results are detailed for each area, and a bibliography is provided. (BBM)

ED 164 135 PS 010 340

Wadsworth, Barry J.

Piaget's Concept of Adaptation and Its Value to Educators.

Pub Date-Feb 78
Note-17p.; Filmed from best available copy; Paper presented at the Annual International UAP-USC Conference on Piagetian Theory and the Helping Professions (18th, University of Southern California, February 3-4, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adjustment (to Environment), Children, *Developmental Stages, Educational Environment, *Educational Methods, *Intellectual Development, Mathematics Instruction, Parents, Reading Development, Reading Material Selection, Reinforcement, Speeches, Teachers
Identifiers-*Piaget (Jean)

Two types of adaptation can be conceptualized: the first dealing with the efforts of a child during the course of development to continuously improve the efficiency and economy of his or her intelligence, and the second dealing with responses to demands of the environment. This distinction is useful in conceptualizing the adaptive benefits of school activities. Teachers and parents assemble a major portion of the environment to which children ultimately adapt. They are obliged to consider how children adapt and to what they are asked to adapt. Learning to read, in particular, should be an active process. Reading instruction must permit children to construct the rules of reading. It is much more likely that children will be motivated to construct rules for reading (adaptation) while trying to decipher material they wish to comprehend rather than material they are not concerned with. In turning to the area of mathematics learning, the same principles that were described with respect to reading apply. It is very important for teachers and parents to understand why "spontaneous interests" are important and then make use of them in trying to encourage learning and development. Methods which use reinforcement techniques to direct the child's learning are counter-productive. (Author/RH)

ED 164 172 RC 010 971

Wilson, Frederick C.

A Survey of the Structure and Organization of the Bureau of Indian Affairs and Tribal Governments for American Indian High School Students. Curriculum Bulletin No. 18.02.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.
Pub Date-Nov 75
Note-39p.; For related document, see ED 158 904
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*American Indians, Bureaucracy, Constitutional Law, Course Content, *Curriculum Guides, Federal Government, Government Role, *High School Students, Legislation, *Organization, Reservations (Indian), Secondary Education, Self Determination, Teaching Methods, Treaties, Tribes, Unit Plan
Identifiers-American Indian Education, *Bureau of Indian Affairs, Federal Indian Relationship, Indian Self Determination Education Assistance Act, *Tribal Government, Tribal Sovereignty

Designed to expose high school students to the complexities of the bureaucratic structure of the Federal Government (especially that of the structure and organization of the Bureau of Indian Affairs and its relationship to tribal governments), this curriculum bulletin provides a guide for exploring the Federal Government's responsibilities to Indian communities established through the years by statute. Because Indian people are subject to their own tribal regulations as well as to State and Federal laws, it also provides for the study of tribal government structures. The course seeks to help students to learn the origin of the history of Indian policy and understand the social, economic, political, and environmental factors that have influenced it in the past and that are at work today. Particular attention is directed toward the Indian Self-Determination and Educational Assistance Act which places great emphasis on tribal government. Each of the 19 units within the course lists the major concepts to be studied along with an outline for the unit. Materials would include historical records, maps, charts, graphs, copies of the U.S. Constitution, tribal constitutions, the Indian Civil Rights Act of 1968, congressional records, and pamphlets from the Office of the Commissioner of Indian Affairs. Learning activities include lecture-discussions, resource speakers, field trips, special projects, and role play. (Author/DS)

ED 164 191 RC 011 010

Moore, Dan E.

Population Change Within Nonmetropolitan and Metropolitan Areas: Lessons from New York State.

Pub Date-78
Note-30p.; Paper prepared for the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 30-September 3, 1978); Not available in hard copy due to author's preference
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Census Figures, *Demography, Geographic Distribution, Local Government, *Metropolitan Areas, Migration Patterns, Policy Formation, Population Growth, *Population Trends, *Rural Population, Urban Population, *Urban to Rural Migration
Identifiers-Metro Sprawl Thesis, *New York, *Nonmetropolitan Population

According to the results of an in-depth study of the process of population change in New York State, the less densely settled an area, the more likely it is to grow in the 1970's. This is more evidence of the recent major U.S. demographic phenomenon of a revival of population growth in non-metropolitan areas. Population data for the sixty-two counties in New York provide a comparison of metropolitan and non-metropolitan area population changes, a history of such changes back to 1900, and an examination of population changes within the metropolitan and non-metropolitan areas. Various census population estimates for 1975 and 1976 provide data for further comparisons. Regardless of which estimate is selected for analysis, the greatest population loss occurs in New York City and the greatest gain in the least urbanized, non-metropolitan areas. Commuting data gives a direct indication of "metro sprawl". Small units of government need to be prepared to deal with certain aspects of population growth: federal programs have historically ignored small units of government; decisions will probably have to be made concerning annexation or incorporation; it may be necessary to identify incoming migrants and how they affect the existing population composition; and care must be exercised in developing policy based on aggregate data (e.g., there may be an overall decline, statewide, in school age population but a locally heavy increase in student numbers). (SB)

ED 164 210 RC 011 036

Eiszler, Charles F.
Correlates of the Academic and Non-Academic Self-Concepts of Mexican-American Pupils.
Pub Date- 77
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Behavior Rating Scales, Correlation, *Mexican Americans, *Migrant Children, *Predictor Variables, *Self Concept, *Student Attitudes, Student Behavior
Identifiers-*Nonacademic Self Concept
The relation of 20 predictor variables to the academic and non-academic self-concepts of 274 six to nine year old Mexican American migrant children were examined by canonical correlation and canonical variate analysis to determine whether self-concept was a multi-faceted construct. Academic and non-academic self-concepts were taken from the Self-Appraisal Inventory. Four sets of predictor variables included 11 teacher-rated classroom behaviors assessed by the Devereux Elementary School Behavior Rating Scale, 4 aspects of attitudes toward school measured by the School Sentiment Index, age levels, and teacher-rated language capability. The analysis determined canonical relations accounting for 51% of the total variance. Correlations between the canonical variates produced by the analysis and the original variables lead to the conclusion that the first and second variates were due to the relations of academic and non-academic self-concept measures to the prediction variables. Canonical variate analysis was also used to describe the different patterns of relations between the two aspects of self-concept and the 20 predictors. The validity of inferring self-concept from classroom behaviors of minority group children was discussed in relation to the finding that several behaviors usually considered negative correlates of self-concept measures were found to be positive correlates in this study. (Author/NQ)

ED 163 995 IR 006 790

Leong-Hong, Belkis Marron, Beatrice
Database Administration: Concepts, Tools, Experiences, and Problems.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
Report No.-NBS-SP-500-28
Pub Date-Mar 78
Note-48p.; Computer Science and Technology Series
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-003-01900-3, $2.20)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administration, *Administrator Role, Bibliographies, *Concept Formation, *Data Bases, Federal Government, Government Role, Guidelines, *Management Information Systems, Surveys
Identifiers-*Computer Software
The concepts of data base administration, the role of the data base administrator (DBA), and computer software tools useful in data base administration are described in order to assist data base technologists and managers. A study of DBA's in the Federal Government is detailed in terms of the functions they perform, the software tools they use, the problems they have encountered, and advice they offer. Some guidelines are presented on what data base administration should do for management, and what management must do for their DBA's. Appendices include a bibliography and data base administration interview outlines. (Author/CMV)

ED 164 247 SE 024 329

Becher, Rhoda McShane

Teacher Behaviors Related to the Mathematical Achievement of Young Children.

Pub Date-78
Note-10p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement, *Early Childhood Education, *Educational Research, Instruction, *Mathematics Education, Mathematics Teachers, Preschool Education, Student Teacher Relationship, *Teacher Behavior, Teacher Role, Teaching Methods

The purpose of this study was to determine if there were specific teacher behaviors related to the differences in mathematical achievement of four- and five-year-old lower socioeconomic status children across two mathematical curricular intervention treatment conditions. Results indicated that more indirect teacher behavior and the active involvement of the student in the learning process are significantly more effective in facilitating student achievement than is a direct instructional mode. A second interesting finding is that a significant negative correlation was shown to exist between the teacher judgment of the correctness of a response and student achievement. (Author/RN)

ED 163 778 FL 009 870

Andersen, Elaine S.

Young Children's Knowledge of Role-Related Speech Differences: A Mommy Is Not a Daddy Is Not a Baby. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Communicative Competence (Languages), *Language Development, Language Patterns, Language Research, *Language Styles, *Language Usage, Parent Child Relationship, Parents, Preschool Children, Psycholinguistics, *Role Perception, Role Playing, Social Behavior, Social Relations, *Sociolinguistics, Speech, Speech Communication, Vocabulary
Identifiers-Language Registers

A study was undertaken to determine whether young children are aware of sociolinguistic and social interactional differences in language use and of the appropriateness of varied linguistic forms in particular situations, roles and relationship. The speech of 24 children ranging in age from 3 years, 9 months to 7 years, 1 month was recorded in role-playing situations. The aspect of the study presented in this paper describes what five-year-old children consider appropriate speech for different family members. Generally fathers' speech was straightforward, unqualified and forceful while mothers' speech was polite, qualified and softer. The language of both parents demarcated their roles within the family. The speech of the young child was marked with a number of phonological, prosodic and lexical characteristics unique to this register. Results are also presented of some quantitative analyses of the distribution of some lexical items and directive types. Differences were found in the use of baby talk words, endearments and boundary markers (Well,'' now,'' etc) and in the kinds of directives used with each role. Two points stressed in conclusion are the advantages of using children's role-playing speech for research and the importance of going beyond standard measures of linguistic development in assessing what children know about language. (AMH)

ED 163 800 FL 009 913

Carlile, Jan
Vous Desirez? (What Would You Like?).
Pub Date-74
Note-20p.
Available from-ACTFL Materials Center, 2 Park Avenue, New York, New York 10016 ($1.00, $0.75 each for ten or more copies).
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Activity Units, Cultural Activities, *Cultural Education, *French, Illustrations, Instructional Aids, *Instructional Materials, *Language Instruction, Language Skills, Learning Activities, *Learning Modules, Secondary Education, *Second Language Learning, *Teacher Developed Materials, Unit Plan, Units of Study
This self-instructional unit about cafes in France is intended for beginning students of French. The introduction to the teacher specifies the general goals, specific learner objectives, evaluation process, and equipment needed. The student's learning activities are divided into four parts, three of which are followed by a written self-quiz and the fourth by an oral quiz. By performing the activities as directed, the student is expected to be able to locate cafes on a map, distinguish various types of eating places, learn the appropriate vocabulary, read a menu, and act out a scene between the waiter and the customer. The necessary information on cafes is supplied in English and is illustrated with pen and ink drawings. Although the unit is intended to be self-contained, a tape recording and filmstrip to accompany the text are available. (AMH)

ED 163 820 FL 009 974

Hendon, Ursula S.
Modes of Teaching Culture in the Foreign Language Class.
Pub Date- 78
Note-88p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Communication Skills, Cross Cultural Studies, Cultural Awareness, Cultural Context, Cultural Differences, *Cultural Education, Cultural Traits, Elementary Secondary Education, *Foreign Culture, Language Enrichment, *Language Instruction, Literature Reviews, Role Playing, Second Language Learning, Social Attitudes, *Sociocultural Patterns, *Teaching Methods

This study delineates the interaction of language and culture as it relates to foreign language instruction and describes appropriate teaching strategies for the implementation of culture in the foreign language classroom. The study is based on the thesis that language and culture are not separable; the teaching of culture is properly a part of foreign language instruction. Relevant professional literature was reviewed in preparation of the study in order to (1) ascertain developments in the field, (2) select examples of esthetic value from the target cultures, and (3) examine techniques for optimum instructional purposes. The modes described in the study are both examples from the literature reviewed and innovations of the writer. Chapter 1 introduces the study; Chapter 2 gives the historical background of foreign language teaching in the United States; Chapter 3 discusses the recent developments in viewing language; Chapter 4 explains the reasons why culture should be a part of foreign language instruction; Chapter 5 describes a variety of teaching techniques for use in the foreign language classroom and suggests appropriate cultural resource materials; and Chapter 6 concludes the study and makes recommendations concerning the professional background of foreign language teachers. A selected bibliography is appended. (Author/NCR)

ED 163 879 HE 010 751

Collins, Anne M. Sedlacek, William E.

Differences Between High Ability Sophomores and Sophomores in General at the University of Maryland. Research Report No. 7-70.

Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Academic Aptitude, Average Students, *College Students, Comparative Analysis, *High Achievers, Higher Education, Institutional Research, Research Projects, *School Surveys, State Universities, *Student Ability, *Student Attitudes, Student Characteristics, Undergraduate Students
Identifiers-*Maryland University College Park

A study was conducted at the University of Maryland to determine if high ability sophomores differed from sophomores in general on their responses to the 1969 University Student Census (USC). The responses of 359 high ability sophomores, defined as those with Scholastic Aptitude Test (SAT) scores over 599 on both Verbal and Mathematics, were compared with USC responses of 6,293 sophomores who represented about 99 percent of the class. Responses of the high ability group were also included in the overall group. High ability sophomores tended to live more often in residence halls, enjoyed academic work more, had higher aspirations for graduate study, were more critical of the university, were more positive in their attitudes toward recruiting black students, and saw more racism at the university than sophomores in general. (Author/SW)

ED 163 900 IR 006 079

Costello, Timothy W.
Resource Sharing in New York State's Library Systems: A User's Perspective. Response prepared by Frances Clark.
Governor's Commission on Libraries, Albany, N.Y.
Pub Date-Mar 78
Note-27p.; Position paper and response prepared for the New York State Governor's Conference on Libraries
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Libraries, *Library Cooperation, *Library Networks, Library Services, Library Technical Processes, Needs Assessment, Regional Cooperation, *Regional Planning, *Shared Services, State Aid, User Satisfaction (Information)
Identifiers-*Access to Information, New York
In order to provide users with increased access to information and recreational materials, all libraries should be included in shared resource planning with the state providing incentive funding. The State Education Department would encompass all libraries, museums, botanical, and zoological entities to promote cooperative, imaginative library use. The state should be organized in library regions, establishing a network to increase access. Cross system possibilities include: (1) joining school and public libraries, although resource interchange rather than combination might prove more beneficial; (2) community access to university libraries; (3) cross-registration; (4) cooperative technical processing, further expedited by advanced technology; and (5) the development of a complete union catalog. Libraries could match hours with user needs and develop programs of operations research. Obstacles to regional development include jurisdictional questions, possible impeding laws, and scarcity of funds. (Author/MBR)

ED 163 923 IR 006 464

The Taming of the Dinosaur: A Key to Library Resources. Unit 1...The Card Catalog: Locating Books.

Kentucky Univ., Lexington. Univ. Libraries.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-75
Note-60p.; For related documents, see IR 006 464-466
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Libraries, Classification, *Divided Catalogs, *Filing, *Library Guides, *Library Instruction
Identifiers-Dewey Decimal Classification System

Intended as a self-help tool for University of Kentucky students to use in familiarizing themselves with the M.I. King Library, the guide presents basic aspects of library usage that could be beneficial to others. This unit (the first of three) explains the divided catalog system, identifies and defines the role of the various parts of the catalog card, and provides the basic filing rules to help the user in locating materials. Examples of catalog cards and excerpts from the Library of Congress Subject Headings are liberally used to illustrate specific points. The major categories of the Dewey Decimal Classification System are defined, and a cross-sectional picture of the building shows where each of the ten classes of materials is stored. Each section of the guide concludes with questions that force the reader to review the information covered, with answers given at the end of the unit. (JD)

ED 163 947 IR 006 508

Leimkuhler, Ferdinand F.
Evaluation of Costs and Benefits of Libraries.
Pub Date-15 Feb 78
Grant-SIS-75-14772
Note-47p.; Paper presented at the Annual Conference of the Special Libraries Association (Kansas City, Missouri, June 1978); Some pages may not reproduce clearly due to quality of type of original
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cost Effectiveness, Diagrams, *Evaluation Methods, Libraries, Library Expenditures, *Library Services, *Literature Reviews, Models, *Systems Analysis, User Satisfaction (Information)
Two trends in the use of quantitative methods of evaluating libraries that have evolved from general systems analysis are discussed in this literature review. The cost effectiveness approach is aimed at discovering new, improved procedures and devices for providing library services; such alternatives make it possible to evaluate how efficiently a library is using resources to provide the services that it does. The cost-benefit analysis approach develops standards and criteria for determining how well the library services provided satisfy the needs and desires of the users and funders of the library. These trends both lead to complex, detailed analysis, requiring sophisticated research techniques. (Author/MBR)

ED 164 077 JC 790 090

Cooperative Vocational Education Guide for Coordinators and Administrators.

Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-G09-77-00087
Note-80p.; Parts may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrative Policy, *Administrator Guides, Administrator Responsibility, Community Colleges, *Cooperative Education, Evaluation, Federal Regulation, Guidelines, Instructor Coordinators, Job Placement, *Junior Colleges, *Program Coordination, Publicize, Public Relations, State Legislation, *Vocational Education
Identifiers-Hawaii

This document was designed to serve as a guide for coordinators and administrators of cooperative vocational education programs in the Hawaii community colleges. An introductory chapter outlines the purpose, definition, methods of instruction, and criteria for cooperative vocational education as well as advantages of such programs to students, the college, employers, and the community. Subsequent chapters discuss the following: the role and tasks of the program coordinator; selection of training stations, including focus on federal regulations, identification of suitable stations, selection criteria, and the purpose of training stations; principles and values of training agreements and plans; placement of students, including benefits, alternative methods of placement, and suggestions if students' jobs are terminated; purpose and frequency of coordinator visits; related instructional considerations such as the role of the coordinator as instructor, competency areas, instructional units, and student evaluation; the functions of advisory committees; use of public relations including the communication media, potential audiences, and promotion activities; legal responsibilities of vocational education as related to federal and state regulations; and methods of evaluation. A glossary, administrative forms and a bibliography are appended. (MB)

ED 164 154 RC 010 764

High School Guidance.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date-73
Note-127p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-American Indians, Boarding Schools, Career Choice, Community Involvement, Cultural Background, Decision Making, Ethics, Family Life Education, *Guidance Counseling, *Guidance Objectives, Guidance Personnel, *Guides, *High School Students, Human Dignity, Individual Development, Leadership, Multicultural Education, Navajo, Problem Solving, *Reservations (Indian), Secondary Education, Self Concept
Identifiers-*American Indian Education, *Navajo (Tribe)

Intended for use by guidance staff members working with Navajo high school students attending reservation schools, this guideline focuses in outline form on student goals and objectives, implementation and administration, and references and resources. Students, parents, school board members, and staff members were involved in development of the guidance curriculum. Under student goals, the curriculum guide offers objectives for 12 goals, along with curriculum activities and adult involvement which will help students meet goals. Goals are identified for the topics of the dignity of individuals, leisure time, assuming responsibility, decision making, Navajo culture, multicultural adjustment, value systems, health, careers, adjustment to change, civic responsibility, and academic curriculum. The section on implementation and administration covers communication and coordination among staff and supervisory personnel, homeliving (dormitory administration and operation, homeliving staff responsibilities for physical, social, and personal development of students, parent and community support for schooi programs, recreation activities), counseling (counselor techniques, interviews, teacher/counselor cooperation), and student activities (community, recreational, student government, leadership, student enterprise, student banking, field trips). The final section contains references, resources, and samples of various forms. (RS)

ED 163 841 HE 010 555

Bertram, Susan Sidford, Holly.
Final Report on the Cultural Voucher Program.
Museums Collaborative, Inc., New York, N.Y.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-30 Sep 77
Note-99p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Arts Centers, *Community Education, Community Organizations, *Community Programs, Community Support, *Cultural Activities, *Cultural Centers, Demonstration Projects, *Education Vouchers, Federal Aid, Higher Education, Museums, Organizations (Groups), Program Descriptions, Program Development
Identifiers-*Cultural Voucher Program, New York
A demonstration project, called the Cultural Voucher Program, was implemented through support from the Fund for the Improvement of Postsecondary Education of The Department of Health, Education, and Welfare. The project enabled cultural institutions to reach a new public, develop new educational programs specifically suited to the needs of new audiences, and document their impact on previously underserved groups. Rather than funding institutions to conduct public'' programs through direct block grants, the Cultural Voucher Program awards vouchers to target audiences, enabling them to purchase services of their choice from authorized cultural institutions. Money is provided, in the form of vouchers, to selected cultural institutions. Vouchers can be redeemed for cash by the institutions. Each cultural institutions is also provided a salary with the community groups. Between September 1975 and August 1977, more than 600 separate projects were undertaken by 23 participants. A description is provided of the establishment and operation of the three-year program, and outcomes and future plans are described. Appendices provide a list of advisory council members and project participants, summaries of earnings, project summaries, funding sources, and press articles. (SW)

ED 163 996 IR 006 791

White, William W., Ed.
Computers and Mathematical Programming. Proceedings of the Bicentennial Conference on Mathematical Programming, November 29-December 1, 1976.
National Bureau of Standards (DOC), Washington, D.C.
Spons Agency-Association for Computing Machinery, New York, N.Y. Special Interest Group on Mathematical Programming.; National Bureau of Standards (DOC), Washington, D.C. Applied Mathematics Div.
Report No.-NBS-SP-502
Pub Date-Feb 78
Note-381p.; Bicentennial Conference on Mathematical Programming (Gaithersburg, Maryland, November 29-December 1, 1976)
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (SD Cat. No. C13.10:502, $5.50)
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-*Algorithms, *Computer Oriented Programs, Computers, *Conference Reports, Curriculum Development, Data Bases, Linear Programing, Management Information Systems, *Mathematical Applications, Operations Research, *Programing, Teaching Techniques
Identifiers-*Computer Software

The proceedings of this conference, which examined the relationship between mathematical programming and the computer, contains the texts of most of the 50 papers presented and a summary of one discussion panel addressing such facets of this theme as the design for, use of, implementation of, and implications for mathematical programming software and computations. Particular emphasis was placed on bringing out computer-oriented subject matter not ordinarily presented in a mathematical programming context. (Author/CMV)

ED 164 019 JC 790 013

Harvey, L. James
Zero-Base Budgeting.
Advanced Institutional Development Program Two-Year College Consortium.; Central YMCA Community Coll., Chicago, Ill.; McManis Associates, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-58p.; Appendices may not reproduce clearly due to print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrator Guides, *Budgeting, College Administration, Decision Making, *Educational Finance, *Educational Planning, *Management Information Systems, *Postsecondary Education
Identifiers-*Zero Base Budgeting
The concept of Zero-Base Budgeting (ZBB) is discussed in terms of its application, advantages, disadvantages, and implementation in an effective planning, management, and evaluation (PME) system. A ZBB system requires administrators to: review all programs and expenditures annually, set clear cut goals, and analyze all possible alternatives for developing programs. Advantages of ZBB include: programs and expenditures are reviewed annually; a cost-conscious staff is developed; new approaches are easier to add; professional development is increased; and a more confident justification of the budget is created. Disadvantages include: increased paperwork; increased staff time; difficulty in developing and ranking decision units and packages; and little motivation for staff. Implementation of a successful ZBB process entails developing a plan, defining the system, designing proper forms, educating the staff, using expert help, using the first time through as a trial, providing resources for cost estimates, and allowing proper time for implementation. Decision units and decision packages, which involve programs, activities, or cost centers, are considered as the basic elements of a ZBB system, and reasons why ZBB's fail are noted. Appendices contain a list of decision units, sample forms, and a bibliography. (MB)

ED 164 038 JC 790 045

BEF Postsecondary Study House Memorial 15.

New Mexico State Board of Educational Finance, Santa Fe.
Pub Date- 78
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Associate Degrees, Board of Education Policy, Community Colleges, *Degrees (Titles), Employment Patterns, *Governance, Government School Relationship, Institutional Autonomy, *Junior Colleges, Needs Assessment, *Postsecondary Education, State Legislation, *Statewide Planning, Vocational Education, Vocational Followup
Identifiers-Branch Community College Act (New Mexico), *New Mexico

The report of the Board of Educational Finance (BEF) of New Mexico, which was required by House Memorial 15 (1978), and which describes programs and operations of two-year postsecondary institutions in the state, is divided in to three parts. Part I provides information on types of doctoral, masters, baccalaureate, and subbaccalaureate programs at the university and two-year college levels. Each of the universities was found to offer some two-year associate degree programs in addition to traditional university degree programs. Data related to the employment record of those completing the various vocational programs on the several campuses are also included. Part II addresses the question of the need for additional postsecondary institutions in New Mexico. The BEF has suggested guidelines when developing any future proposals for additional institutions. Part III contains a series of BEF recommendations related to the possible revision of the Branch Community College Act. It has been suggested that the Act be expanded to include an option by which some two-year colleges could operate as independent institutions. However, the BEF failed to agree with the suggestion and recommended that the essential elements of the Act remain as they are, with the exception that the contract between each branch and parent university be approved at the time of each revision by the BEF. (Author/MB)

ED 164 058 JC 790 067

Institutional Research, July 1976.
South Oklahoma City Junior Coll., Okla.
Pub Date-Jul 76
Note-86p.; Some pages may reproduce poorly due to lightness of type; Several pages have been deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Community Colleges, Enrollment Trends, High School Students, institutional Research, *Junior Colleges, *Junior College Students, *Program Evaluation, School Holding Power, *School Surveys, Student Attitudes, Student Characteristics

Ten of the eleven research monographs which embody the major institutional research thrust of South Oklahoma City Junior College (SOCJC) during 1975 are presented in this compilation. The first study considers the American College Testing Program scores of students entering SOCJC in Fall 1975 in relation to college choice, student characteristics, education information, high school background, and scores of previous classes. The second study compares Fall 1975 and Spring 1976 enrollments in various programs and instructional styles. The third study assesses the characteristics of students who did not complete the enrollment process, their reasons, and their attitudes. The fourth study, based on the responses of recent high school graduates attending SOCJC to questions on their feelings toward the school and its approach, can be compared with the results of a survey of high school graduates not attending SOCJC, the subject of the ninth study. The fifth report summarizes participants' evaluations of a management workshop. The sixth study compares enrollments at SOCJC with those at two other area junior colleges, while the seventh focuses on the effect of SOCJC preparation on the grade point averages of transfer students. The eighth report considers reasons students gave for skipping semesters between taking classes, while the final report, on the tutorial assistance program, looks at student achievement and persistence, and at teacher, student, and tutor attitudes toward the program. (AYC)

ED 164 097 PS 010 260

Naumburg, Janet
A Review of Play and Its Relationship to Learning.
Pub Date-May 78
Note-120p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Behavioral Science Research, *Child Development, *Children, Classroom Environment, Cognitive Development, Creativity, Developmental Stages, *Dramatic Play, Early Childhood Education, Emotional Development, *Learning Processes, Literature Reviews, *Play, *Pretend Play, Social Development, Teacher Role
Identifiers-Piaget (Jean)
The value and function of play behavior in young children, and the process and conditions by which play contributes to learning, cognition and problem solving, are explored in this literature review. The first section examines early theories of play, the psychoanalytic theory of play, and the developmental stages of play. Common elements of play are described and criteria for distinguishing play from non-play behavior are examined. The second section describes different approaches to viewing play: sciencing (which includes testing and rehypothesizing); symbolic (designating some object or activity to replace others); socio-dramatic (using symbolic play with regard to role playing); creativity (in which something unique evolves through divergent thinking, problem solving and hypothesis testing); and block play (involving construction). The third section discusses the relationship between play and learning, cognition, knowledge and knowing. Piaget's theories of child's play and intellectual development are central to this discussion. The last section explores the decisive role the child's environment has in the play and learning process. Parents, other adults and teachers are seen as having a crucial role in creating an environment for play. Ways in which parent's actions can foster or discourage play behavior are discussed. (Author/SE)

ED 164 114 PS 010 304

Alexander, Jim

Parents' Expectations-Perceptions of Preschool (P.E.P.I.). Discussion Paper No. 4.

Macquarie Univ., North Ryde (Australia). School of Education.
Spons Agency-Bernard Van Leer Foundation, The Hague (Netherlands).; New South Wales Dept. of Education, Sydney (Australia).; New South Wales Health Commission, Sydney (Australia).
Pub Date-Dec 78
Note-36p.; Draft
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Rating Scales, *Educational Objectives, Foreign Countries, *Interviews, *Parent Attitudes, *Preschool Education, *Preschool Programs, Program Content, *Program Effectiveness, Teacher Attitudes
Identifiers-Australia

Parental expectations and perceptions of curriculum content and processes were measured across five preschool programs in the Mt. Druitt Early Childhood Project. Twenty parents from each of the five programs (Cognitive, Competency, Contemporary, Behaviorist and Home-Based) were randomly selected to be interviewed. Interviews were partly open-ended and partly structured. The structured format consisted of a list of discrete child behaviors compiled to represent a range of goal behaviors for preschool age children. Parents were asked to rate each item on this Behavior Inventory at the beginning of the year in terms of those behaviors they most expected to be the goals for preschool and later in the year in terms of those which they thought had been influenced by the preschool program. Teachers were also asked to rate children on the Behavior Inventory and to rate the emphasis their programs had given to each of the areas. Overall results showed that parents expected preschool most of all to help children develop a range of social behaviors (cooperation, compliance) and then to help children develop certain cognitive/academic skills (communication, explanation, counting, prediction). Most ratings of the effects of preschool were high, although they were below what parents had expected. Results regarding parent expectations and perceptions as well as teacher ratings and program differences are reported, accompanied by partial data. A copy of the interview form and the Behavior Inventory are appended. (JMB)

ED 164 229 RC 011 071

American Indian Policy Review Commission Final Report Submitted to Congress May 17, 1977. Volume One of Two Volumes.

Congress of the U.S. Washington, D.C. American Indian Policy Review Commission.
Pub Date-17 May 77
Note-593p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors-*American Indians, Community Services, Consultants, Economic Development, Education, Federal Legislation, *Governance, Laws, Natural Resources, Nonreservation American Indians, *Public Policy, Reservations (Indian), *Self Determination, Socioeconomic Status, Tables (Data), Taxes, *Treaties, Tribes
Identifiers-American Indian History, *American Indian Policy Review Commission, *Federal Indian Relationship, Tribal Government, Tribal Sovereignty, Trust Responsibility

The concepts of sovereignty and trust form the core of the American Indian Policy Review Commission's final report. The commission's responsibility, derived from PL 93-580, was to conduct a comprehensive review of historical/legal developments underlying the Indian/federal government relationship and to recommend necessary policy revisions. After considering the work of 11 task forces assigned by Congress to investigate major areas of contemporary importance to Indian people, the commission included extensive discussion of law and history in its report to provide a foundation for understanding and made 206 specific recommendations in general areas of federal Indian law, trust responsibility, federal administration, economic self-sufficiency, restoration and recognition, and urban Indians. In addition to recommendations, the commission provided chapter discussions encompassing captives within a free society, contemporary Indian conditions, distinctive doctrines of American Indian law, trust responsibility, tribal government, federal administration of Indian policy, the economics of Indian country, community services, off-reservation Indians, terminated Indians, nonrecognized Indians, special circumstances (Alaska, Oklahoma, California, land claims and aboriginal ownership), and general problems. Separate views of commissioners are included. (RS)

ED 164 248 SE 024 823

Grayson, Lawrence P.

The Design of Engineering Curricula. Studies in Engineering Education No. 5.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-77
Note-131p.
Available from-UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (Order Number ISBN 92-3-101447-1, $9.00)
Document Not Available from EDRS.
Descriptors-*Curriculum Design, Curriculum Development, *Curriculum Problems, Developed Nations, Developing Nations, *Educational Development, *Engineering Education, Evaluation, *Higher Education, Instruction, Science Education

This UNESCO publication is the fifth in a series of background papers on various aspects of curriculum design, developed by The International Working Group on Curricula Design in Engineering Education. It presents a general approach to design and describes a framework within which a curriculum can be developed. The booklet comes in two main parts. Part I provides a series of descriptions of the engineering educational systems in selected countries, in order to illustrate the variety of philosophical and institutional structures, and to highlight certain aspects of engineering education in those countries. Part II presents a generalized approach to curriculum design. The methodology consists of three stages: problem definition, structuring the curriculum, and the implementation and evaluation of the final curriculum. The appendices include the recommendations that resulted from the meetings of this group and a series of references for further reading. (GA)

ED 163 860 HE 010 683

Residence and Migration of College and University Students in New York State, 1974 through 1976.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.

Pub Date-Jul 78
Note-135p.; Best copy available
Available from-The University of the State of New York, The State Education Department, Office of Postsecondary Research, Information Systems and Institutional Aid, Albany, N.Y. 12230
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*College Students, Comparative Analysis, *Enrollment Trends, *Geographic Distribution, Geographic Regions, Higher Education, *Migration Patterns, National Surveys, Nonresident Students, Relocation, *Residential Patterns, Resident Students, Statewide Planning, Statistical Data, *Student Mobility, Trend Analysis
Identifiers-*New York

The third of a series on higher education enrollment patterns and trends in New York State for 1974-76, this report is aimed primarily at an audience concerned with policy analysis related to college enrollments. The first section presents interstate residence and migration data and views New York State within the national context. The section presents intrastate residence and migration and views what is happening among the regions of New York State. Data are presented for undergraduates, first-professional students, and graduate students. Data are tabulated by region of residence, type of institution in which enrolled, and the region in which the institution is located. The data about migration within New York State were collected from institutions as part of the Education Department's Higher Education data systems. The data about migration between New York State and the rest of the nation were collected by the National Center for Education Statistics as part of its Higher Education General Information Survey. Twenty-five statistical tables are presented, and appendices provide supporting information, regional raw data, and individual institutional detail. (SW)

ED 163 880 HE 010 754

Schmidt, Du Mont K. Sedlacek, William E.

Variables Related to University Student Alienation. Research Report No. 13-70.

Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Environment, *College Students, Higher Education, Institutional Research, Research Projects, *School Surveys, State Universities, *Student Alienation, Student Attitudes, *Student College Relationship, Student Teacher Relationship, Undergraduate Students
Identifiers-*Maryland University College Park

A measure of student alienation was developed from the University Student Census (USC), an activities and attitude inventory that was administered to undergraduates carrying nine or more hours at the University of Maryland. Responses available from 13,700 sophomores, juniors, and seniors were used in factor analysis of the attitude items. A random sample of 540 subjects were administered a Likert Scale to evaluate 17 statements on the USC, and these 17 items were factor analyzed. Results indicate a rather consistent behaviorial validation for the alienation scale. The more alienated students knew fewer faculty, felt more need for counseling, and fewer of their fathers attended the University of Maryland. Another finding was that students who dated more felt more alienated. It could be that the more active students on campus (including socially active) tend to be more critical of the university and therefore more alienated. The scale focuses on alienation from the university, and this alienation could be seen as independent of alienation from peers. It is further possible that students alienated from the school seek involvement elsewhere. Results also indicate that new students (freshmen or transfer) anticipated less alienation than other students felt. (Author/SW)

ED 163 924 IR 006 465

The Taming of the Dinosaur: A Key to Library Resources. Unit 2...Sources of Current Information: Locating Periodical and Newspaper Articles.
Kentucky Univ., Lexington. Univ. Libraries.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-75
Note-32p.; Some examples are of limited legibility; For related documents, see IR 006 464-466
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Libraries, *Indexes (Locaters), *Library Guides, *Library Instruction, *Newspapers, *Periodicals, Research Tools, Resource Materials

The second of three units to a library guide for the M.I. King Library, this part focuses on sources of current information and the indexes used to locate periodical and newspaper articles. An annotated list of the major subject indexes is provided, and a sample periodical index entry is given to illustrate how citations appear and to define the abbreviations used; similar information is provided for newspaper indexes. The location of periodicals and newspapers and their indexes in the King Library is indicated, and pertinent location symbols on journal catalog cards are explained. As in the previous unit, a question/answer format is used to instruct the reader. (JD)

ED 163 948 IR 006 510

Stratton, Peter J.

A Regression Study of Demand, Cost and Pricing Public Library Circulation Services.

Pub Date-Jun 78
Note-35p.; Paper presented at the Annual Meeting of the American Library Association (Chicago, Illinois, June 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bibliographies, *Community Characteristics, *Cost Effectiveness, Cross Sectional Studies, Diagrams, *Library Circulation, Mathematical Models, Multiple Regression Analysis, *Public Libraries, Socioeconomic Influences, Tables (Data), Use Studies
Identifiers-Library Users

This paper examines three aspects of the public library's circulation service: (1) a demand function for the service is estimated; (2) a long-run unit circulation cost curve is developed; and (3) using the economist's notion of "efficiency," a general model for the pricing of the circulation service is presented. The estimated demand function describes how differences in the socioeconomic and demographic characteristics of communities affect the per capita use of the circulation service. The average cost equation shows how operating costs vary with library size and indicates that economies of scale are present in the provision of this service, showing how variations in service quality influence unit cost. The pricing model presents an alternative method of funding library operations. Drawing a general distinction between adult (recreational) and pre-adult (educational) users, it is argued that recreational users should bear their full share of operating costs, while educational users should have their use subsidized. Data tables and diagrams are provided. (Author/JD)

ED 163 972 IR 006 645

Hinckley, Michael And Others

VOCAL: Voice Oriented Curriculum Author Language. Technical Report No. 291.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-19 Oct 77
Grant-EPP-76-15016-A01; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Auditory Perception, *Computer Assisted Instruction, Computer Programs, *Curriculum Development, Data Processing, *Display Systems, *Programing Languages
Identifiers-Computer Software, *VOCAL

VOCAL (Voice Oriented Curriculum Author Language) is designed to facilitate the authoring of computer assisted curricula which incorporate highly interactive audio and text presentations. Lessons written in VOCAL are intended to be patterned after the style of informal classroom lectures. VOCAL contains features that allow the author to specify audio messages in several formats acceptable to the audio hardware and associated software, and to control the interaction of the audio presentation with material presented visually on the screen of a CRT terminal. This description of VOCAL includes an elaboration of its features, the Browse Mode, the Help System, and operation of the VOCAL Compiler and Interpreter. Appendices include a file format for compiled VOCAL files and implementations of the S Opcode. (CMV)

ED 164 136 PS 010 341

Goldman, Karla Shepard Lewis, Michael
Child Care and Public Policy: A Case Study.
Educational Testing Service, Princeton, N.J.
Spons Agency-Rockefeller Family Fund, Inc., New York, N.Y.
Pub Date-76
Note-93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Child Care, Conferences, Day Care Services, *Disadvantaged Youth, Early Childhood Education, Educational Programs, Family Programs, *Federal Programs, Futures (of Society), Health Programs, Literature Reviews, *Policy Formation, Program Evaluation, *Program Planning, *Public Policy
This report of a 1974 conference on child care and public policy provides an overview of an attempt to establish a rational dialogue between public policymakers interested in the problems of child care and researchers who study the problems of child development. In Part I, a description of the historical context of issues relating to public concern about child care is presented. Possible models for effecting child care policy are discussed and emphasis is given to the development of the interactive model which is viewed as having good potential for uniting issues of child care and public policy. Part II consists of a summary of an extensive survey of federal programs assisting disadvantaged children from birth to age 9, which was used as a focus for further exploration by conference participants. The survey examines the importance of critical periods and early experience, interventions, prediction from childhood to adult characteristics and goals and standards of programs. Evaluations of early childhood intervention programs are discussed. Recommendations for child care program planning are advanced. Part III includes participants' critiques of the survey of federal programs, a brief summary of conference discussions, and a statement linking child care and public policy. (Author/RH)

ED 164 173 RC 010 975

Woodworth, Roger C. And Others

A Comparative Study of Small, Part-Time, Retirement and Large Farms: Three Counties in Central and West Tennessee.

Spons Agency-Department of Agriculture, Washington, D.C.
Report No.-Tenn-SU-38
Pub Date-Feb 78
Grant-USDA-CSRS-416-15-47
Note-53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Adoption (Ideas), Age, *Agriculture, *Attitudes, *Comparative Analysis, Credit (Finance), Economics, *Farmers, Farm Management, *Individual Characteristics, Land Use, Part Time Farmers, Rural Areas, *Rural Farm Residents, Surveys
Identifiers-*Tennessee

Personal interviews with 344 randomly selected farm operators in three Tennessee counties revealed differences in the characteristics, aspirations, and attitudes of large, small, part time, and retired farmers. These differences are important in understanding agricultural potentials, the impact of agricultural programs, and the future structure of agriculture in Tennessee. Significant age differences were determined, with only six percent of the operators of small farms under 45 years of age compared to 34 percent of the part time operators and 42 percent of the large farm operators. Continuity of farm operations among generations was much higher for large farms. Farmers with less than an eighth grade education made up 54 percent of the small farm category, 40 percent of the part time, and 24 percent of the large farm group. Sixty percent of the large full time farmers used long term credit, compared to 26 percent of the small farmers, 39 percent of the part time, and nine percent of the retired farmers. Seventy-five percent of the operators of small farms said they would not mortgage their farm to purchase more land, compared to 56 percent of the operators of large farms. Twenty-two tables present data on each of the four categories in such areas as characteristics of household heads, percentage of types of farms, land resource and use, crop practices, number of beef cattle, insurance, attitudes toward risk and credit, off farm work and income, and changes in the last five years. (DS)

ED 164 192 RC 011 016

Hurst, Donald L.
A Cemetery Study.
Pub Date-77
Note-15p.; Study guide prepared by Norfolk County Outdoor Education, Langton (Ontario).
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activities, Art, *Curriculum Guides, Elementary Secondary Education, Geology, *Interdisciplinary Approach, Language Arts, Local History, Mathematics, *Outdoor Education, Values, *Worksheets
Identifiers-*Cemeteries

Employing an interdisciplinary approach, this outdoor education guide to the study of cemeteries is designed for older elementary and younger secondary students. Suggestions are provided for activities involving the study of history, geology, mathematics, art, language arts, and values. For example, the cemetery markers lend themselves to art activities involving the study of lettering styles, stone sculpture, and shape and design; likewise, the shapes of the various tombstones can inspire mathematical measurement activities. Specific projects for outdoor cemetery activities are outlined via worksheets. Among the worksheets provided are the following: making a map worksheet of the cemetery; a local history documentation worksheet (name of deceased, country, year of death, year of birth, age at death, etc.); a geology worksheet (examination of the materials used for markers and the date at which a given material was most popular); a math measurement worksheet, requiring diagrams explaining how a given marker was measured; a second math measurement worksheet focusing on the size of the total cemetery and the cost of plots; an art worksheet focusing on the designs found on tombstones and requiring sketches of such designs; a language arts worksheet focusing upon the language inscribed upon the tombstones and its present equivalent. Supplementary resources are suggested. (JC)

ED 164 211 RC 011 037

Migrant Adult Basic Education Project Annotated Bibliography.
New York State Education Dept., Albany. Bureau of Migrant Education.
Spons Agency-New York State Education Dept., Albany. Bureau of Special Continuing Education.
Pub Date-Nov 78
Note-70p.; Not available in hard copy due to poor print quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Basic Education, *Annotated Bibliographies, Communication Skills, Consumer Economics, Daily Living Skills, English (Second Language), *High Interest Low Vocabulary Books, Language Arts, Mathematics, Migrant Adult Education, *Migrant Education, Reading Materials, *Resource Materials

The annotated bibliography cites 397 high-interest, low-vocabulary materials and teacher resource books for the Migrant Adult Basic Education Project (MABE), which provides literacy instruction to migrant adults during their residence in New York State. Materials are listed for language arts, reading, math, social studies, "survival" skills, and consumer economics. Each citation includes information regarding the reading level, suitability, cost, and publisher. Any missing information may be obtained directly from the publishing company. (NO)

ED 163 801 FL 009 914

Bourque, Jane M. And Others
Foreign Languages and the Basics.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-78
Note-11p.
Available from-ACTFL Materials Center, 2 Park Avenue, New York, New York 10016 ($1.00, $0.50 each in quantities of ten or more)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Basic Skills, *Educational Benefits, *Educational Objectives, Educational Policy, Elementary Secondary Education, Higher Education, *Humanistic Education, Interpersonal Competence, *Language Instruction, Language Programs, Learning Processes, Pamphlets, Problem Solving, *Second Language Learning, Skill Development, Values
Identifiers-*Value of Language Study
This brochure is presented in the context of the "back to basics" movement to draw attention to the fact that the basics of a good education are skills that will enable people to live more effectively in the world of the future and that study of a foreign language contributes to the development of these skills. Basics are defined as abilities, such as problem-solving, coping and learning to learn, and human qualities, such as understanding, respect for others and self-respect. A community's brief description in terms of these "basics" is given of four innovative foreign language programs: career education, exploratory language, bilingual education and immersion programs. Other evidence is also offered in support of the value of foreign language education, namely, facts about increased foreign travel, an excerpt from the executive order of the President's Commission on Foreign Language and International Studies and a table showing results of research on the relationship between foreign languages and basic skills and attitudes. (AMH)

ED 163 901 IR 006 080

Sullivan, Edward C.

Governing and Financing Libraries in New York State: Position Paper on Finance and Governance.

Governor's Commission on Libraries, Albany, N.Y.
Pub Date-Mar 78
Note-23p.; Position paper prepared for the New York State Governor's Conference on Libraries; Response prepared by John Cory
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Federal Aid, *Financial Support, Futures (of Society), *Governance, Incentive Grants, *Libraries, Library Administration, *Library Networks, *Regional Libraries, State Legislation
Identifiers-*Access to Information, New York

In order to provide a structured program for improved access to New York state libraries, legislation is being developed to establish nine regional library systems funded completely by the state and including public, school, and reference and research library resources systems. Each regional system will be governed by a Board of Directors, appointed by the Education Commissioner from nominees proposed by the regional library system. Component systems will retain their own governance structure. Per capita funding may not be appropriate because the regional systems do not work directly with library users. Local sponsor incentive aid may also be ineffective since local governments are often incapable of increased contributions, but this is believed essential by the Commissioner's Committee on Library Development in achieving total access, the main focus of the system's development. The committee feels that the federal government also has a responsibility to provide its share of incentive aid, and that total access to all types of libraries will eventually require 25 percent funding by the federal government of inter-type library systems. (Author/MBR)

ED 164 078 JC 790 091

Handbook. Midwest Center for Off-Campus Studies.

Midwest Center for Off-Campus Studies, Lincoln, Neb.
Pub Date-79
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Cooperation, Community Colleges, *Cultural Exchange, Curriculum Enrichment, Educational Policy, *Instructional Trips, International Educational Exchange, *Junior Colleges, *Off Campus Facilities, *Program Descriptions, *Regional Cooperation

The Midwest Center for Off-Campus Studies offers students the opportunity to learn in a holistic manner by inserting them into a new community, either domestic or foreign, so that they can not only see the physical characteristics of the site, but can experience learning. Although the Center is at present an association of five Illinois two-year colleges, membership is open to institutions in Illinois and surrounding states with a $200 membership fee which constitutes the budget of the Center. The Center functions as an autonomous body to secure locations/sites in the United States and abroad where member institutions can offer off-campus programs. The objectives of the center are: (1) to function as a medium for those involved in the transfer of programs between various states; (2) to promote international good will; (3) to provide cultural and educational exchange for undergraduate students in the midwestern United States; and (4) to offer domestic and international programs which a single institution might not have the funds to carry out. Policies of the Center are outlined with regard to rights of member institutions, services provided by the Center, selection of programs offered, selection of faculty, faculty salary, tuition and fees, credit, transferability of credit among institutions, academic guidelines, course offerings, cancellation, and responsibilities of the director. (MB)

ED 164 155 RC 010 765

Tomah, Kent And Others
Navajo Area Health and Physical Education Curriculum Guidelines.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date-Oct 74
Note-151p.; Not available in hard copy due to sideways reading material
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Activities, *American Indians, *Community Health, Consumer Education, *Curriculum Guides, Drug Education, Elementary Education, Family Life Education, First Aid, *Health Education, Human Body, Human Development, *Hygiene, Mental Health, Movement Education, *Physical Education, Research Methodology, Safety Education, Sex Education
Identifiers-*Navajo (Tribe)
Based on health education needs of Navajo children as established by the Navajo Area health and physical education committees, this curriculum guideline for health and physical education is delineated into three phases reflecting emphasis of instructional techniques (introductory, exploration/extended learning, widened learning) and three levels reflecting approximate grade levels at which skills, concepts, and activities are initiated. Levels encompass grades K-8. Major headings under goals and objectives are personal and community health (cleanliness), systems (digestive, circulatory, respiratory, reproductive, nervous), community health (dental care, immunizations, physicals, hospital/medical personnel, health careers), safety, first aid, physical education human growth and development, mental health, consumer health education, and alcohol, narcotics, tobacco. For the numerous secondary goals and objectives under each major heading, skills, concepts, and activities are listed, along with material and resources (books, films, pamphlets, filmstrips). The guideline provides sample unit plans for each major topic and tests to be used for evaluation. Appendices contain a unit of instruction on the ear and material on planning a physical education curriculum, including rationale, yearly plan, activities by grade level, and equipment. The publication also gives Navajo Area Health Curriculum Committee recommendations. (RS)

ED 163 779 FL 009 871

Compton, Arthur J. Streeter, Mary
Child Phonology: Data Collection and Preliminary Analyses. Papers and Reports on Child Language Development, No. 13.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Cognitive Processes, *Computer Oriented Programs, Consonants, *Language Development, Language Research, *Longitudinal Studies, Phonetic Analysis, Phonetics, *Phonology, Preschool Children, Psycholinguistics, *Speech Communication, Verbal Development, Vowels
Early child phonology was studied using phonetically transcribed samples that six parents provided of their children's vocalizations, beginning when the children were about 11 months old and continuing to four years of age. The primary study objective was to obtain a sufficient amount of longitudinal data from several children to support a detailed charting of early phonological development. Over 30,000 utterances have been collected and tabulated. Analyses are provided on onset and acquisition of multiple-word utterances, acquisition of phonological features, metathesis, and anomalous sound changes. Computer-assisted data analysis was undertaken, and the stored linguistic information incorporates details on initial and final consonants and consonant clusters, tags marking each utterance for reduplication, assimilation, metathesis, intervocalic consonants, strange'' vowels, and phrase context. Two phonological studies were conducted from this computerized data to investigate how one child acquired /stop # liquid/ clusters in initial word position. These studies seek to clarify the interaction between how often a sound is used in spontaneous speech and how it is phonetically realized. The preliminary studies suggest that during the overall acquisition process, each initial consonant and consonant cluster individually moves from one acquisition stage to the next. They may or may not be synchronized and occur either within or between natural consonant classes. (SW)

ED 163 821 FL 009 975

Kanayurak, Barbara
Uvva Sailaq (Here's Sailaq).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-77
Note-31p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
Language-Inupiaq
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Cultural Background, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Materials, Second Language Learning, Uncommonly Taught Languages
Identifiers-Inupiaq
This illustrated reader in Inupiaq is intended for use in an elementary school bilingual education setting. An English translation is appended. (NCR)

ED 163 997 IR 006 792

Hughes, John And Others
Functional Specifications for Computer Aided Training Systems Development and Management (CATSDM) Support Functions. Final Report.
Courseware, Inc., San Diego, Calif.
Spons Agency-Naval Training Equipment Center, Orlando, Fla.
Report No.-NAVTRAEQUIPCEN-77-C-0018-1
Pub Date-Jul 78
Note-123p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Educational Research, *Educational Specifications, Instructional Design, *Instructional Systems, *Management Information Systems, Military Organizations, Models, Program Descriptions, Program Development, *Training Techniques
Identifiers-*Instructional Development
This report provides a description of a Computer Aided Training System Development and Management (CATSDM) environment based on state-of-the-art hardware and software technology, and including recommendations for off the shelf systems to be utilized as a starting point in addressing the particular systematic training and instruction design and development model described in MIL STD 961 (often referred to as the Fleet Aviation Instructional Systems Design Model). The functional specifications describe a system of computer programs to assist in successfully and reliably carrying out the Instructional System Development (ISD) process. These programs are designed to lend structure to the activities of persons involved in ISD, as well as to provide a wide range of support functions, including needed data collection and manipulation capabilities for all phases of the process. The remainder of the document deals in detail with the components of CATSDM, conception and development of these components, and recommendations and conclusions made in light of the analysis of existing systems. (Author/CMV)

ED 164 098 PS 010 265

Morgan, William R. And Others
Social Origins, Parental Values and the Intergenerational Transmission of Inequality.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Sep 78
Grant-MH-14588-01; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adolescents, Cognitive Style, *Conformity, Cultural Context, Family Background, Lower Class Parents, Middle Class Parents, *Parents, Racial Differences, *Self Determination, Sex Differences, *Social Differences, Social Science Research, *Social Structure, Socioeconomic Status, *Values, Work Environment
A social structural theory of social class differences as reflected in the nature of parent's work, is used to explore class-differentiated family background influences on school and achievement related outcomes of adolescents. Father's high or low job complexity is thought to be related to parental values for either self-direction or conformity, respectively. A conceptual model of possible relations model of possible relations among social origins, parental values, cognitive complexity, and schooling processes was developed and model variables were operationalized. Data obtained from 460 twelfth grade students and their mothers through school records, interviews with mothers, and school-administered questionnaires were factor analyzed with data from seven independent populations. The analysis strongly supports the presence of a self-direction/conformity dimension in parental desires for appropriate conduct in their children. Data from the 12th grade students and their mothers reveal father's occupation to be the primary determinant of parental valuation of self-direction/conformity within racial groups. Black mothers valued conformity more than did white mothers. No sex effect on maternal valuation was found. Measured intelligence was found to be consistently more important in mediating the effects of social origins than are parental self-direction/conformity values. Findings on the whole do not provide strong support for the hypothesized link between parental social position, parental values and the adolescent schooling experience. (Author/RH)

ED 164 249 SE 024 932

Stephenson, F. G., Ed.
Laboratory Waste Disposal Manual. Revised Edition.
Manufacturing Chemists Association, Washington, D.C.
Pub Date-Jul 74
Note-176p.
Available from-Manufacturing Chemists Association, 1825 Connecticut Avenue, N.W., Washington, D.C. 20009 (no price quoted)
Document Not Available from EDRS.
Descriptors-Accident Prevention, *Chemistry, Conservation (Environment), *Ecology, Environment, Laboratory Safety, *Pollution, *Safety, Science Education, *Waste Disposal

This manual is designed to provide laboratory personnel with information about chemical hazards and ways of disposing of chemical wastes with minimum contamination of the environment. The manual contains a reference chart section which has alphabetical listings of some 1200 chemical substances with information on the health, fire and reactivity hazards of the substances. A section on waste disposal procedures is also included. Both of these sections are categorized by chemical classes. Another section of the manual lists the minimum requirements of disposal materials. A bibliography is also included in the manual. (GA)

ED 163 842 HE 010 556

Bridge, Gary Blackman, Julie
New York City Cultural Voucher Program. Year 2 Evaluation Report.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-May 77
Note-85p.; Some tables and the appendix may not reproduce well
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Arts Centers, *Community Education, Community Organizations, *Community Programs, Community Support, *Cultural Activities, *Cultural Centers, Demonstration Projects, *Education Vouchers, Federal Aid, Financial Support, Higher Education, Organizations (Groups), Policy Formation, Program Descriptions, Program Development
Identifiers-*Cultural Voucher Program, New York
A demonstration project, called the New York City Cultural Voucher Program, was implemented through support from the Fund for the Improvement of Postsecondary Education of the Department of Health, Education and Welfare. The project was designed to expand the kinds of audiences that use cultural institutions and expand the range of services that these institutions are willing to offer to the public. The voucher demonstration involved 15 community organizations, which served as voucher holders; eight cultural institutions, each of which was provided with a community liaison staff member; advisory board and a three-person administrative staff. Cultural vouchers subsidize cultural institutions by giving audiences funds to purchase services. The funds are awarded in the form of vouchers, which institutions accept for services rendered and that can be redeemed for cash. A description is provided of the program, transactions, policy issues, and future policy issues. Appendices provide information on the voucher tracking system and transactions and costs. (SW)

ED 163 925 IR 006 466

The Taming of the Dinosaur: A Key to Library Resources. Unit 3...Reference Material: Library Search Strategy.
Kentucky Univ., Lexington. Univ. Libraries.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-75
Note-83p.; Some examples are of limited legibility; For related documents, see IR 006 464-466
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Libraries, Flow Charts, *Library Guides, *Library Instruction, *Reference Books, Reference Materials, *Search Strategies

Continuing the question/answer format method of instruction used in the two previous units, this third and last part of a guide to the M.I. King Library deals with reference material and library search strategy. Each section focuses on a specific type of reference book, describes its functions and features utilizing many excerpts from representative works, and mentions significant titles. The categories covered include dictionaries, encyclopedias, biographical dictionaries and indexes, almanacs and yearbooks, and special indexes. How to find reference sources in the card catalog is explained, and a list of librarians in the reference department is provided as a personal resource for students. Finally, an overview of library search strategy is presented in a flow chart of decision points with references to salient pages in the three units of the guide. (JD)

ED 163 973 IR 006 646

Blaine, Lee And Others

Technical Problems in Implementing University-Level Computer-Assisted Instruction in Mathematics and Science: First Annual Report. Technical Report No. 293.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-21 Apr 78
Grant-SED-77-09698
Note-29p.; For related documents, see IR 006 644-647
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, Computer Science, Data Processing, *Educational Research, Mathematics Instruction, On Line Systems, Programing Languages, *Technical Mathematics, *Universities
Identifiers-*VOCAL

Difficulties in implementing the EXCHECK/VOCAL System, a general program for mathematics instruction written in the VOCAL language, are presented in terms of informal mathematics procedures, audio and prosodic features, and proposed research. References are appended. (CMV)

ED 164 020 JC 790 019

Augenblick, John
Issues in Financing Community Colleges.
Education Commission of the States, Denver, Colo. Education Finance Center.
Spons Agency-Carnegie Corp. of New York, N.Y.; Education Commission of the States, Denver, Colo.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Report No.-F-78-4
Pub Date-Oct 78
Contract-400-76-0039
Note-70p.
Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 (supply limited)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Assessed Valuation, Community Colleges, *Educational Finance, *Equalization Aid, Financial Policy, Financial Problems, *Financial Support, *Junior Colleges, School Districts, School District Spending, School Taxes, *State Aid, *State School District Relationship, Tax Support, Tuition
Identifiers-California, Illinois, Mississippi, New Jersey
Problems associated with state support for community colleges are discussed with particular emphasis on situations where local college districts are responsible for providing a portion of total institutional revenue. Three of these problems, relating to the equity and efficiency of how state aid is distributed, are: (1) the integration of direct state support for community colleges into a system of state support for other public education facilities; (2) the consideration of local district wealth; and (3) tuition, including its relationship to the other problems and its impact on students. Technical problems, such as how to measure district wealth, are discussed, and current systems of state support are described. The latter portion of the document examines the community college finance systems in Mississippi, New Jersey, California, and Illinois, especially as they relate to the problem of inter-district equity. District wealth varied substantially between community college districts and variations in total revenues were related, in some cases strongly, to variations in wealth. Tuition levels were also related to wealth, although the direction of the relationship was not uniform among the states examined. One question requiring additional research is how districts would respond to changes in state support designed to ex ante'' eliminate wealth differences. A bibliography is appended. (Author/MB)

ED 164 039 JC 790 046

New Mexico's Public Two-Year Colleges and Postsecondary Vocational Schools. 1977-78 Report.

New Mexico State Board of Educational Finance, Santa Fe.; New Mexico State Commission on Postsecondary Education, Santa Fe.

Pub Date- 78

Note-54p.; Parts may be marginally legible due to type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Community Colleges, Enrollment Trends, Financial Support, *Institutional Characteristics, *Junior Colleges, *School Demography, *School Statistics, *Technical Institutes, Vocational Education

Identifiers-*New Mexico

Characteristics of New Mexico's ten two-year colleges and two technical-vocational institutes are presented in a standard format, initially recording statute under which and year the institution was organized; area vocational school designation; and enrollments and valuation for 1977-78 for each of the public school districts within the institutional district, and percent of district high school graduates in attendance. Information is presented on the local tax election; tax dollars collected in 1977-78; and total operational millage in 1977-78. Other data include: capital debt as of July 1, 1978; debt retirement millage 1977-78; tuition and fee charges per credit hour and for non-credit hour contact; and charge for community service non-credit courses. An enrollments section presents headcount and full-time equivalent statistics for academic, vocational, and community service programs; percentages of headcount students who enrolled for 12 hours or more, belonged to an ethnic minority, or received financial aid; and numbers of vocational program enrollees, graduates, and placements. An instructor data section reveals instructor's average teaching load for credit and non-credit courses, as well as numbers of full- and part-time teachers. Financial information includes: 1976-77 actual, 1977-78 estimated, and 1978-79 budgeted figures for income, expenditures, net transfers, beginning and ending balances, and facility size. (AYC)

ED 164 059 JC 790 068

Institutional Research, Fiscal Year 1977: The Students. Research Monographs Nos. I-III, V-VII, IX-XII.

South Oklahoma City Junior Coll., Okla.
Pub Date-77
Note-64p.; Pages 38-39 were deleted due to irreproducibility
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Community Colleges, Enrollment Trends, *Followup Studies, Graduate Surveys, *Junior Colleges, *Junior College Students, Participant Satisfaction, School Holding Power, *School Surveys, *Student Attitudes, *Student Characteristics

Ten of the twelve research studies conducted at South Oklahoma City Junior College (SOCJC) during fiscal year 1977 focused on some aspect of the student population. The first study in this compilation compared enrollments between fall 1975 and 1976 in terms of student age, day and night courses, type of instruction, and degree program. The second study considered SOCJC's rate of retention and contrasted it with national trends. The third study indicated that junior college students' self-concept was lower than that of university students. The fourth study examined American College Testing Program scores of students entering SOCJC in fall 1976 in terms of college choice factors and educational aspiration and background. The fifth study, a graduate follow-up, focused on student satisfaction with the college experience. The sixth study concentrated on the grade point average of students who transferred from SOCJC to four-year institutions. The seventh study was a follow-up of students enrolled in immediate job entry programs in fall 1975 who did not re-enroll in fall 1976. The eighth study compared student characteristics from fall 1976 and spring 1977, while the ninth compared the percent of graduates at SOCJC with percentages from two other area junior colleges. The final study focused on students who signed up for classes but never paid their fees. (AYC)

ED 164 115 PS 010 308

Powell, Marian K.
Organizing and Teaching a Parent-Toddler Program.
Pub Date-78
Note-139p.
Available from-California Lutheran College Preschool Publications, 60 West Olsen Road, Thousand Oaks, California 91360 ($4.50; $4.25 for orders over 20 copies)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Group Discussion, *Guides, Learning Activities, Observation, Parent Child Relationship, *Parent Education, Planning, *Preschool Children, Preschool Education, *Preschool Programs, *Program Administration, Scheduling
Identifiers-*Toddlers

This guide for teachers and administrators involved in educating parents and their toddlers emphasizes the utilization of existing school facilities to meet program needs. Section I contains a detailed explanation of the preliminary work which the teacher or administrator must complete before the first parent-toddler session. Following this explanation are sample administrative forms to use in the preliminary work, a copy of the Parents' Handbook, and a Preliminary Work Checklist. Section II contains seven activity schedules for the parent-toddler sessions. The activities included are appropriate for children varying in age from 15 to 36 months. Section III presents agendas for eight discussion sessions with parents, sample observation forms for parents to use in observing their children, and handouts for parents on child growth and development. (Author/JMB)

ED 164 193 RC 011 017

Ahler, Janet Perrone, Vito

An Evaluation Report of the North Dakota Indian Language Studies Program: In the Schools.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Oct 78
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*American Indian Languages, *American Indians, Bilingualism, Cultural Education, *Elementary Education, Instructional Materials, Language Attitudes, Language Instruction, *Language Programs, *Program Evaluation, Reservations (Indian), *Second Language Learning, Teacher Education, Tribes
Identifiers-Arikara (Tribe), Fort Berthold Reservation ND, Hidatsa (Tribe), Mandan (Tribe)

In collaboration with native speakers, linguists at Mary College in 1973 established the North Dakota Indian Language Studies Program, which has provided native language instruction in three reservation elementary schools, prepared teaching and learning materials, and trained teachers in native language pedagogy. The program was initiated to maintain as much integrity as possible to the cultures of the Arikara, Hidatsa, and Mandan tribes on the Fort Berthold Reservation. Educational materials included teachers' guides, booklets of traditional tales of the respective tribes, and visual aids. Two of the schools included kindergarten through sixth grades in the language instruction, one served grades K-8. Classes were conducted 15 minutes a day two, four, and five days a week, depending on the school. Some 160 elementary students and 33 college students received language instruction in the program. To evaluate the educational materials and language instruction, interviews were conducted with 50 people, including teachers, school administrators, parents, and students. All five native language teachers found the teaching materials effective, as did the four administrators and 11 of the 12 non-program teachers. All but one of the total respondents indicated they would like to see the native language classes continued; 32 of the 36 teachers, administrators, and parents queried considered the program to be successful. Most of the school personnel believed the classes promoted a postive self-image for the students. Program evaluators found a tremendous feeling of pride'' among the people of the communities that their children were learning the native language. (DS)

ED 164 212 RC 011 038

The Daily Curriculum Guide, Year II, Weeks 1-10.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 76
Note-404p.; Contains occasional light type; For related documents, see RC 011 039-040
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (027-9; $5.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Auditory Discrimination, Basic Skills, *Bilingual Education, Early Childhood Education, Educational Methods, Educational Strategies, Instructional Materials, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Preschool Children, *Preschool Curriculum, Preschool Education, Second Language Learning, Self Concept, Spanish, *Spanish Speaking, Speech Skills, *Teaching Guides

Spanning two years, the program set forth in the Daily Curriculum Guide for preschool Spanish-speaking children is essentially a language maintenance model in which Spanish is used as a means to develop basic concepts, skills and attitudes. This guide gives daily lesson plans for the first ten weeks of the second year. Each lesson, written in Spanish and English, gives complete details on lesson objectives, materials, and instructions for activities. Lessons are aimed at teaching colors, shapes, sizes, and the number concepts from one to seven, and developing the child's self awareness, auditory and visual memory, oral language, large and small muscle coordination, and sound discrimination. Many songs and games are suggested. Children also make crayon drawings, work with the flannel board, create shape collages, sponge and finger paint, and use various building toys. Stories, rhymes, field trips, and tasting experiences are also among the activities. A Host Mother is present each day to provide assistance to the teacher. Halloween and Thanksgiving themes are utilized during the appropriate time periods. (DS)

ED 164 230 RC 011 072

Scheirbeck, Helen Maynor And Others

Report on Indian Education Task Force Five: Indian Education Final Report to the American Indian Policy Review Commission.

Congress of the U.S. Washington, D.C. American Indian Policy Review Commission.
Pub Date-76
Note-371p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agency Role, American Indians, Boarding Schools, Culture, Day Schools, Delivery Systems, Educational Finance, *Educational Quality, Elementary Secondary Education, Federal Legislation, Governance, Government Role, Nonreservation American Indians, Parent Participation, *Policy Formation, Postsecondary Education, Reservations (Indian), *Schools, *Self Determination, Tables (Data), Treaties, *United States History
Identifiers-*American Indian Education, American Indian Policy Review Commission, Bureau of Indian Affairs, *Federal Indian Relationship

The report of the Task Force on Indian Education to the American Indian Policy Review Commission delineates the interweaving of past policies and practices with present needs and concerns of Indian education. Reviewing 400 years of Indian education, the report was compiled from federal, state, local, and private records, public hearings, conventions and meetings, site visits, surveys, and interviews with officials, educators, and parents. Interim recommendations deal with service delivery, local control, off-reservation boarding schools, USOE and BIA programs, BIA day schools, the scholarship program, Title IV, Johnson-O'Malley program, noncompensatory educational programs, and data collection. Long-term recommendations call for a comprehensive education bill to insure adequate quantity and quality of education services to Indian peoples; policy guidelines which clearly reaffirm the commitment of Congress to meet Indian educational needs, and a congressional policy of support and financing for Indian community control of Indian education. Material is presented on historical policies and finances affecting Indian education, federal agencies in Indian education, state policies and finance, field hearing findings, and special studies (Navajo education, nonrecognized Indians, primary/secondary education, off-reservation boarding schools, Indian community controlled schools, higher education). (RS)

ED 163 802 FL 009 915

Strasheim, Lorraine A.
Make Your Own Foreign Language Brochure.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-78
Note-16p.
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, New York 10016
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, Commercial Art, Creative Art, *Graphic Arts, Guidelines, *Information Dissemination, *Interschool Communication, *Language Instruction, Layout (Publications), *Material Development, Organizational Communication, Pamphlets, *Publicize, Public Relations, Second Language Learning, Teacher Developed Materials, Teaching Guides

This teacher's guide outlines how to prepare foreign language brochures using cultural themes. The four brochures given as examples are based on the "world" theme, the "career" theme, the "yes" theme, and the "school logo" theme. Instructions on how to make each brochure include details on how to design the cover, how to introduce the theme, and how to write the description of the program. The pen-and-ink designs can be used by typing the message directly onto the page or by adapting the design to fit specific needs. Suggestions for designing one's own brochure include: (1) remember to address the audience for whom the brochure is intended; and (2) have students read the copy to make suggestions. (NCR)

ED 163 822 FL 009 977

Ahvakana, Floyd
Tikigaqmigguuq.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Nov 73
Note-44p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701
Language-Inupiaq
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Childrens Literature, Cultural Background, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Materials, Second Language Learning, Uncommonly Taught Languages
Identifiers-Inupiaq
This illustrated children's reader in the Barrow Inupiaq language is intended for use in a bilingual education setting. (NCR)

ED 163 861 HE 010 687

Baker, Roger D. Baker, George

Dropouts and Institutional Educational Policies at Cumberland College, 1975-76.

Pub Date-5 Jun 77
Note-59p.; Ed.D. practicum, Nova University; Reproduced from best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Environment, *College Students, *Dropout Attitudes, *Dropout Research, Higher Education, Questionnaires, School Holding Power, *School Policy, Student Attitudes, *Student Characteristics
Identifiers-*Cumberland College KY

A study was conducted at Cumberland College, Kentucky, to determine whether educational policies of the school were related to student retention. A questionnaire was sent to the 126 students who had dropped out of the college during the 1975-76 academic year; 100 students responded either by mail or telephone, but it was determined that 29 of the 126 had re-enrolled. Of the 97 students who did not re-enroll, information was less than desirable for 52; their student folders were used for data. Results indicate that educational policy needs attention. The data sheet information revealed that students who dropped out tended to have lower than average test composites from the American College Testing Program and the Scholastic Aptitude Test and that they tended to register late. The data sheet and questionnaire indicate that retention rates were best for regional students than out-of-area students. A comparison of the responses to results in a 1969 study at the college indicate that dropouts are getting younger. Information is presented about student withdrawals and attitudes are provided, and a sample data sheet and questionnaire and some student comments are appended. (SW)

ED 163 881 HE 010 755

Kansas State University. The Quest for Identity.
Kansas Univ., Lawrence.
Pub Date-77
Note-334p.
Available from-The Regents Press of Kansas, 366 Watson Library, Lawrence, Kansas 66045 ($10.95)
Document Not Available from EDRS.
Descriptors-Activism, Administrative Organization, *Agricultural Education, Books, Educational Administration, *Educational History, Educational Legislation, Higher Education, *Historical Reviews, *Institutional Characteristics, *Land Grant Universities, State History, *State Universities
Identifiers-*Kansas State University

An interpretive account of the major events in the history of Kansas State University (KSU) is presented in this book. Originally chartered as a land-grant college, the university's original purpose was to provide much-needed agricultural education for the people of Kansas. Its development into a center distinguished for agricultural research is traced from its beginning in 1860 as Bluemont Central College. Much of the history of Kansas State involves the conflict over the "trade school syndrome." Although the original emphasis of the university was agriculture and vocational training, there was also the desire for Kansas State University to be recognized as an important institution offering general, liberal education; this conflict is discussed throughout the book. With the establishment of the School of Arts and Sciences in 1942-43, liberal, or general education, became a central core for the University. The terms and accomplishments of the 10 university presidents are described and particular attention is given to the 25 year tenure of President McCain. Although they were some of the most turbulent years, many of the major accomplishments and changes at KSU are attributed to McCain's leadership from 1950 to 1975. The university regents, presidents, vice presidents, deans and other officers are listed and their dates of service are given. (BH)

ED 163 902 IR 006 131

Chapanis, Alphonse
Human Factors in Teleconferencing Systems. Final Report.
Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-30 Nov 76
Grant-APR-7518622
Note-53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Problems, Diagrams, Graphs, *Interpersonal Relationship, *Man Machine Systems, *Problem Solving, Research Reviews (Publications), *Social Science Research, Technical Reports, Telecommunication
Identifiers-*Teleconferencing
The major findings and generalizations of nine separate experiments summarized in this report have come out of a program of research on human factors in telecommunications and teleconferencing systems at Johns Hopkins University. These findings, already published in greater detail in the open literature, relate to (1) how people naturally communicate with each other when they are required to solve problems of various kinds, (2) how interactive human communication is affected by the machine devices and systems through which people converse, and (3) what significant system and human variables affect interactive communication. A bibliography of the 13 studies published by this program is provided. (CHV)

ED 163 949 IR 006 515

Moran, Robert F., Jr.

Contingency Theory and Its Implications for the Structure of an Academic Library.

Pub Date-22 Jul 78
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Libraries, Change Strategies, Environmental Influences, Models, Organization, *Organizational Theories, Research
Identifiers-*Contingency Theory

The theoretical basis for an organizational structure determined by external as well as internal factors the contingency model is presented through a consideration of two studies. The current research and speculation which have updated and augmented this theory are also included, and a contingency approach to library organization is justified. The changing nature of the academic library is described, followed by a discussion of specific changes in the structure of an academic library that seem appropriate in the light of the external environment. (Author)

ED 164 137 PS 010 342

Benjamin, Lorna S.

A Manual for Using SASB Questionnaires to Measure Correspondence Among Family History, Self-Concept and Current Relations with Significant Others.

Pub Date-Jan 79
Note-115p.; Appendices have been filmed from best available copy; Several pages in the appendices contain copyrighted material and therefore not available. They are not included in the pagination
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adults, Affiliation Need, Attachment Behavior, Data Analysis, Early Experience, *Interaction Process Analysis, *Manuals, *Measurement Instruments, *Methods, Models, Need Gratification, *Personality Development, *Psychotherapy, Questionnaires, Self Concept, Social Relations
Identifiers-*Structural Analysis of Social Behavior

This paper presents a methodology for using the Benjamin Structural Analysis of Social Behavior (SASB) model in individual, couple and family therapy to describe relations among self-concept, early history and adult relationships. The SASB model of two-person social interactions defines behavioral opposites, complements, antidotes and introjections. The model describes dyadic social interactions in terms of focus, affiliation, interdependence and topic. Topics include: primitive basics; approach-avoidance; need fulfillment, contact, nurturance; attachment; logic and communication; attention to self development; balance in relationship; intimacy-distance; and identity. The model has been confirmed by factor analysis, circumplex analysis, dimensional ratings and autocorrelations. Details of questionnaires, computer programs used to analyze data and interpretation of output are offered for both the clinician and the researcher. (Author/SE)

ED 164 174 RC 010 976

Stinson, Thomas F.
State Taxation of Mineral Deposits and Production. Rural Development Research Report No. 2.
Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Pub Date-Sep 78
Note-59p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Community Services, *Comparative Analysis, *Economic Development, Facility Expansion, Income, Industry, Property Taxes, Resource Allocations, Rural Areas, *State Government, State Legislation, State Programs, Tax Allocation, *Taxes
Identifiers-*Extractive Industries, *Minerals, Mining

Alternative methods for taxing the mineral industry at the State level include four types of taxes: the ad valorem tax, severance tax, gross production tax, and net production tax. An ad valorem tax is a property tax levied on a mineral deposit's assessed value and due whether the deposit is being worked or not. The severance tax is usually an exise tax paid by the producer for the privilege of extracting resources from the soil. The gross production tax is almost identical to the severance tax, but is based on a percentage of the dollar value of the ore extracted rather than a fixed amount per ton. The net production tax is also similar, but is more closely related to a net income tax because companies are allowed to deduct some expenses from gross revenues in order to define net taxable production. This document compares the four kinds of taxes on the basis of ease of administration, social justice, consistency with national economic goals, and revenue adequacy. It cites the severance tax and gross production tax as appearing to provide the best vehicles for taxing mineral activity. Because the construction and development phase of a mine causes financial strain for a community in providing new services (e.g., schools and expanded water and sewer systems) before new tax revenues become available, discussion is given to programs by Montana, North Dakota, Utah, and Wyoming to reduce the fiscal impact of new mineral development. An overview of mineral tax laws in each of the 25 major mineral producing states is also given. (DS)

ED 163 974 IR 006 647

Davis, Mark Edward Pettit, Teri
Using VOCAL: A Guide for Authors. Technical Report No. 208.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-25 Aug 78
Grant-EPP-74-15016-A01
Note-32p.; For related documents, see IR 006 644-647
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Auditory Perception, *Computer Assisted Instruction, *Curriculum Development, Display Systems, *Guidelines, Instructional Design, Objective Tests, Programers, *Programing Languages
Identifiers-*VOCAL
Factors which affect the overall presentation of computer assisted instruction in the Voice Oriented Curriculum Author Language (VOCAL), and general guidelines for effective use of VOCAL in curriculum development are presented. Four major sections describe course design and review, spoken strings, display features, and six types of exercise questions. (CMV)

ED 164 079 JC 790 095

Student Access and Colorado's Community Junior Colleges.
Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date- 77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Access to Education, Adult Education, *Board of Education Policy, College Role, Community Colleges, Delivery Systems, *Educational Opportunities, *Junior Colleges, Open Enrollment
Identifiers-*Colorado
In support of a legislative evaluation of the degree to which Colorado's institutions of higher education should be accessible to the state's citizens, this paper reviews the barriers to student access and outlines the position of the Colorado State Board for Community Colleges and Occupational Education regarding the role of the community colleges in overcoming access barriers. It is noted that the development of the comprehensive community college in Colorado occurred as a direct response to the barriers associated with student access; unrestricted access and provision of occupational, community service, and adult education programs in the community colleges were roles legislatively mandated by the Community College and Occupational Education Act of 1967. While the community colleges have been effective in reducing many financial and geographical barriers, in the opinion of the Board much remains to be done; past approaches have generally addressed only one barrier, and the interfaces between the various barriers and between the issue of student access and the process of lifelong learning remain unresolved. The Board affirms its belief that Colorado's two-year colleges corporately represent the vehicle through which access barriers can be overcome, providing the foundation for the progressive development of a total postsecondary system designed to meet needs for a wide range of educational opportunity. (MB)

ED 164 156 RC 010 766

Arviso, Kathern And Others
Art.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Pub Date-71
Note-217p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*American Indians, *Art Activities, Art Appreciation, *Art Education, Art Materials, Bibliographies, Childrens Art, Curriculum Development, Elementary Education, Glossaries, Illustrations, Instructional Materials, Periodicals, Reservations (Indian), Teacher Developed Materials, *Teaching Guides
Identifiers-*American Indian Education, *Navajo (Tribe)

Designed as a helpful guide and "how-to-do-it" outline for those on the Navajo Reservation who work with children, this guide is arranged to offer quick reference and simple projects requiring the minimum of materials. The projects are designed to meet the Navajo child's art needs based on the belief that the art program of the elementary school should concern itself basically with four major avenues of personal growth and development: (1) the growth of aesthetic awareness and sensitivities, (2) the acquisition of art skills, (3) creative and critical thinking, (4) individual and personal expression. The document includes the following: program scope, need, philosophy; roles of the administrator, classroom teacher, and parents; and art appreciation activities for kindergarten through second grade, third through fifth grade, and sixth through eighth grade. The following subjects and activities are treated in this guide: the elementary art room, murals, puppets, lettering and postermaking; recipes, modeling materials, paper sculpture, carving media, sculpturing media, cleaners and thinners, bulletin boards, paper-mache, drawing media and tools. Among other topics are: paper-mache sculpture, painting, crayons, colored chalk, transparent water colors, inks and dyes; printmaking, weaving and a selection of general projects. Exemplary exercises, illustrations, and lesson plans are also included in the guide. (RTS)

ED 164 250 SE 025 000

Dean, Robert A. And Others
Safety in the Secondary Science Classroom.
National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-108p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009 (Stock Number 471-14752; $4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Accident Prevention, Biology, Chemistry, *First Aid, *Health, Injuries, *Laboratory Safety, Physics, *Safety Education, School Safety, Science Education, Secondary Education

This booklet is made available by the National Science Teachers Association to provide district safety officers, school principals, science department heads, and secondary school science teachers with information on safety in schools, especially in science classrooms. The range of information includes Occupational Safety and Health Administration, first aid, general and specific instructions to teachers and students in biology, physics, chemistry, and life/physical science classes, and safe practices to follow for extra curricular activities. The publication is a compilation of recommended practices in the area of science taken from many sources throughout academia and industry. The booklet includes a recommended standard student accident report format and a bibliography for further reference. (GA)

ED 183 780 FL 009 872

Hakuta, Kenji
Word Order and Particles in the Acquisition of Japanese. Papers and Reports on Child Language Development, No. 13.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, *Cognitive Development, Comprehension, *Comprehension Development, Grammar, *Japanese, *Language Development, Language Research, Linguistic Performance, Preschool Children, Psycholinguistics, *Sentence Structure, Syntax, Verbal Development
Comprehension of reversible active and passive sentences was studied with 48 Japanese children between the ages of two and six. Four types of sentences were constructed using passive and active structures and two word orders: subject-object-verb (SOV) and object-subject-verb (OSV). The basic order of elements in a simple sentence in Japanese is SOV, but the order of the subject and the object can be interchanged to yield OSV. This reversal is possible because Japanese has postposed particles that mark grammatical role. To test comprehension with the four types of sentences, the children were required to act out the sentences using toy animals. In a production task, which immediately followed the comprehension task, subjects described what they saw on a slide viewer. Results suggest that children between the ages of three years, three months, and four years, two months, require a certain correlation between particles and their position in a sentence (particles are position-specific). Only children between five years, three months, and six years, two months, appear to begin freeing themselves from the constraints of word order and interpreting sentences based on the information conveyed by particles alone. A second experiment was conducted on the comprehension of complex active sentences, using the act-out procedure, with 39 children between the ages of three years, three months, and six years, two months. Findings suggest that the constraints of word order in comprehension of particles in Japanese children operate differentially, depending on the construction. (SW)

ED 163 823 FL 009 985

Henk, Brian J.

A Methodological Contribution to the Phonetic Study of Foreigner Talk. Working Papers on Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Pub Date-Oct 78
Note-12p.
Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Articulation (Speech), Communicative Competence (Languages), English (Second Language), Language Proficiency, *Language Research, Language Styles, *Language Variation, *Phonetic Analysis, *Phonology, Pidgins, Pronunciation, *Research Methodology, Stress (Phonology), Vowels
Identifiers-*Foreigner Talk, Language Registers, *Linguistic Simplification, Voice Onset Time

Foreigner talk is the register used by native speakers to make themselves understood by foreigners whose competence in the language is limited. Published studies on foreigner talk have dealt with phonetic variation sparingly and impressionistically. This may be due to the difficulty of imposing experimental constraints on natural linguistic events without introducing excessive artificiality. A method is described permitting systematic analysis of a selected phonetic variable (voice onset time in fortis English plosives) in the context of naturalistic conversations between native speakers and foreigners of varying levels of competence in the language of communication. This paper is intended to encourage greater interest in foreigner talk and to improve the quality of data in experimental phonetics by bringing it closer to the encounter between speaker and listener. (Author/NCR)

HE

ED 163 843 HE 010 586

The View from an Inside Closet: Annual Report, 1977-78.
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date-78
Note-20p.
Available from-Institute of Higher Education, University of Georgia, Athens, Georgia 30602
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annual Reports, Bibliographies, *College Faculty, *Doctoral Programs, Educational History, *Faculty Development, Higher Education, Internship Programs, *Postsecondary Education As a Field of Study, Seminars, Summer Institutes, Workshops
Identifiers-*University of Georgia

This 1977-78 annual report of the Institute of Higher Education of the University of Georgia discusses teaching duties of the professional staff, the doctoral program in higher education, doctoral internships, workshops held in cooperation with other institutions, the summer scholar seminar, the law conference, faculty development in Georgia, and the research and writing project of the history of higher education in Georgia. A bibliography of publications and research is included. (SW)

ED 163 926 IR 006 467

Herlig, Richard K.

The Eleventh National Dissemination Conference. A Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0075
Note-20p.; For related documents, see ED 136 784, ED 143 308, ED 143 334-335, and ED 146 939-940
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Conference Reports, *Education, Federal Legislation, *Federal Programs, Federal State Relationship, Financial Support, Handicapped Students, *Information Dissemination, Information Networks, *State Programs, Vocational Education
Identifiers-Educational Resources Information Center

The eleventh conference of state education agency (SEA) dissemination representatives on state and federal education dissemination programs was held in Arlington, Virginia, in June 1978. Dissemination efforts of selected federal education programs were discussed, including the Office of Education's (OE) Teacher Center program, Title IV, a state administered formula program funded on the basis of the 5-17 year old population of each state; OE's vocational education efforts, e.g., the Vocational Education Act of 1963 and its 1976 amendments; the ERIC Clearinghouse on Adult, Career, and Vocational Education; and Public Law 94-142 on education of the handicapped. Basic components of state dissemination programs the coordination, state file building, linkage systems, and basic and ideal elements in SEA resource bases were also discussed. The reorganization of NIE and an overview of four of its programs the State Capacity Building Program, the Research and Development Utilization program, the Research and Development Exchange, and ERIC were also covered. An overview of new directions of selected OE dissemination programs included discussions of the National Diffusion Network and OE regional offices. (MBR)

ED 163 950 IR 006 516

The Role of Libraries in America.
Gallup Organization, Inc., Princeton, N.J.
Report No.-GO-7538
Pub Date-Oct 75
Note-384p.
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-*Library Research, Library Role, *Library Surveys, National Surveys, *Public Libraries, *Tables (Data), *User Satisfaction (Information), *Use Studies

At the request of the Chief Officers of the State Library Agencies, the Gallup Organization, Inc. studied attitudes and behavior concerning the use of public libraries in America and reported their findings. In the first phase of this national survey, 1,561 adult men and women were asked their sources of information; the extent to which the library served as a resource; their readership of books, magazines, and newspapers; purpose for which books are read; the type of books read; where books and magazines are obtained; their incidence of library use; their encouragement of their children's library use; suggestions for library improvement; their awareness of library funding; and their ownership of a library card. Based on their replies to these questions, respondents were partitioned into user and non-user groups and questioned regarding their particular circumstances. The demographic information taken for crosstabular analysis included sex, age, education, occupation, region of residence, and stage in life. Data are presented in 155 tables and a summary of key findings is included. (JVP)

ED 163 998 IR 006 793

Lerner, Daniel, Ed.
Asian Communication: Research, Training, Planning.
Hawaii Univ., Honolulu. East-West Center.
Pub Date-Dec 76
Note-132p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Asian Studies, Case Studies, Comparative Analysis, Developing Nations, Economic Factors, *Information Networks, *International Studies, Mass Media, News Media, *Program Planning, *Teaching Models, *Telecommunication
Identifiers-Burma, Malaysia, Thailand, Pakistan, Philippines

A selection of eight papers on Asian communication is presented for the purpose of alerting communication researchers to significant work being done outside of the academic community. Topics include (1) a Malaysian experience in using commercial resources for audience research, (2) a content analysis model of the Pakistani press, (3) the provincial press and national development in Malaysia and the Philippines, (4) a comparative analysis of the mass communications systems of Burma, Malaysia, and Thailand, (5) teaching and training in building the Asian Communications Network, (6) national planning and telecommunications in the Asia/Pacific context, (7) economics of communication technology, and (8) Asian contexts for development communication. (CMV)

ED 164 060 JC 790 069

Institutional Research, Fiscal Year 1977: Report on Publicity Activities. Research Monograph IV.

South Oklahoma City Junior Coll., Okla.

Pub Date-Jan 77

Note-7p.; Tables may not reproduce clearly due to type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Colleges, *Junior Colleges, Mass Media, *Program Effectiveness, *Publicize, Public Relations, *School Surveys, Student Attitudes, *Student Reaction

During the first week of December, a 10% random sample of day classes and a 10% sample of night classes at South Oklahoma City Junior College were given a questionnaire dealing with the publicity activities used prior to and during the fall 1976 enrollment period. A total of 314 students responded, 179 night and 135 day students. Day students were most aware of the transit sign at 74th Street and South May; ranked second was advertising on television and radio; third, the brochures distributed; and fourth, advertising in the newspaper. Rank ordering of publicity activities by usefulness, revealed that brochures were felt to be "very useful" most often; followed by newspaper advertising, schedules mailed to homes, television and radio advertising, high school presentations, and the transit sign. Listing schedules in the "Pioneer" and telephone contact were generally rated "not useful". Night students were most aware of advertising on television and radio; the transit sign, brochures, and newspaper advertising were ranked second, third, and fourth. Ranked according to usefulness, the order was television and radio advertising, brochures, newspaper advertising, schedule mailing, the transit sign, and high school presentations. Telephone contacts, a booth at Kerr Center, and listing of classes in the "Pioneer" were generally rated "not useful". Data tables outline the numeric results. (MB)

ED 164 099 PS 010 272

Gilman, Ann Signatur, Diane

An Assessment of Head Start Supplementary Training Programs In Providing Child Development Associate Competency Based Training. Volume I: Executive Summary - National Survey.

Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-1 Aug 78
Contract-105-76-1158
Note-37p.; For related documents, see PS 010 273-74
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, *National Surveys, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Program Descriptions, Program Effectiveness, Student Characteristics, *Summative Evaluation, *Training
Identifiers-Child Development Associate, *Project Head Start

This executive summary briefly outlines the methodology used and data collected in the National Survey of Head Start Supplementary Training/Child Development Associate (HSST/CDA) Competency Based Training Programs. (HSST/CDA training programs are intended to prepare Head Start classroom staff to meet the competency requirements of the CDA credential.) Three sets of survey questionnaires one set each for project managers, field supervisors, and trainees were distributed and self administered. Questionnaire findings are presented briefly in a question and answer format under the following general headings: characteristics of the program, characteristics of the trainees, assessment (the number of trainees receiving the credential), and opinions of program participants about the effects and strengths of the CDA Training Program. Conclusions derived from the findings are reported and policy requirement considerations for HSST/CDA contractors/grantees are briefly addressed. (Author/SE)

ED 164 116 PS 010 309

Floody, Dale R.
Prosocial Behavior: A Seminar for Preschool Teachers.
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Action Research, Cooperation, *Intervention, Modeling (Psychological), Peer Teaching, *Preschool Children, Preschool Education, *Preschool Teachers, *Prosocial Behavior, Role Models, Role Playing, *Teacher Role
In this action research study, research findings related to developing children's prosocial behavior were discussed at a seminar with parent/teachers in a cooperative nursery school to determine if post-seminar parent/teacher intervention would lead to increased prosocial behaviors in the children. Forty-seven children in the nursery school were divided into four classes and their prosocial behavior was assessed. Parent/teachers from two classes (one group of 3-year-olds, one group of 4-year-olds) participated in a 2-hour prosocial development seminar. Parent/teachers from the other two classes functioned as a control group. In the seminar group, research findings related to prosocial modeling, role playing and other techniques were discussed. Praising naturally occurring prosocial behaviors and emphasizing preferred rather than disapproved behaviors were encouraged. For seven weeks, experimental group parent/teachers kept logs of classroom interventions done as a result of the seminar. Post-intervention test results indicated significantly more ($p < .01$) prosocial behavior for experimental over control children. Data were analyzed with three-way analysis of variance followed by Scheffe multiple comparisons. It was concluded that theory and experimental findings in prosocial development can be applied to the natural preschool setting with positive results. (Author/RH)

ED 164 040 JC 790 047

Parent Handbook 1978-1979.
Mitchell Coll., New London, Conn.
Pub Date-78
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Environment, Community Colleges, *Junior Colleges, *Parent Role, Parent School Relationship, Parent Student Relationship
Identifiers-*Parent Handbook

This handbook is designed to acquaint parents of students attending Mitchell College of the administrative and academic policies and procedures of the college. Discussions of registration, likely problems a student may encounter during the first semester, how and when parents can learn about a student's academic progress, academic standards, graduation and transfer requirements, and proper role for parents are presented. Sample administrative letters are also included. (MB)

ED 164 138 PS 010 346

Miller, Lewis
Television and Its Effects on Children.
Ontario Educational Communications Authority, Toronto. Research and Planning Branch.
Pub Date-Jun 78
Note-23p.; Paper presented at the First Congress on Education (Toronto, June 21, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Childrens Television, *Commercial Television, *Educational Television, Media Technology, Programing (Broadcast), Speeches, *Television Commercials, Television Curriculum, *Television Research
Identifiers-Canada
This paper presents a redefinition of the term "television," examines problems of determining the effects of television on children, reviews research on possible effects of TV on children, and concludes by focusing on prosocial, educational programming. The argument is made that because we are immersed in the phenomenon of television, we can not obtain an accurate assessment of the macro-effects of the medium. Such assessments are best made by a social historian perhaps a century or two from now. The characterization of TV as an exploitative and manipulative medium which builds passive information processing habits among viewers is viewed as one-sided and incomplete. Television's potential for prosocial programming is emerging in popular educational programs for children which, in conjunction with adult direction, stimulate active learning orientations. While the influence of programs on children is still a controverial issue, agreement on the influence of advertisements exists. Children do learn from commercials and also learn to evaluate them. Agency attempts to limit exploitative practices are indicated. More parent involvement in their children's use of TV is recommended. (Author/RH)

ED 164 213 RC 011 039

The Daily Curriculum Guide, Year II, Weeks 11-20. A Preschool Program for the Spanish-Speaking Child.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 77
Note-439p.; Contains occasional light type; For related documents, see RC 011 038-040
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (004-X; $5.00)
Language-Spanish; English
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Auditory Discrimination, Basic Skills, *Bilingual Education, Cultural Differences, Early Childhood Education, Educational Methods, Educational Strategies, Instructional Materials, *Language Arts, Language Experience Approach, *Learning Activities, Learning Modules, Preschool Children, *Preschool Curriculum, Preschool Education, Second Language Learning, Self Concept, Spanish, *Spanish Speaking, Speech Skills, *Teaching Guides

Daily lesson plans for weeks 11 through 20 are given in this guide which is part of the second year of the Daily Curriculum Guide preschool program for Spanish-speaking children. The program is designed to use Spanish as a means to develop basic concepts, skills and attitudes. Each lesson, written in Spanish and English, gives detailed teacher instructions on lesson objectives, materials needed, and activity procedures. The objectives and activities introduced in the first ten weeks are continued. These include teaching the color, number and shape concepts, as well as developing the child's self-awareness, auditory memory, small and large muscle coordination, and visual and auditory perception. Activities associated with Christmas are planned with discussion of U.S. and Mexican customs, Christmas stories and songs, art work, and the construction of gifts and a pinata. Other projects include work with the calendar, discussion of weather and seasons, a rhythm band, soup-making, and counting activities. Social development is promoted as children discuss how they help at home, share, play together, and help others. Action games like "Follow the Leader", "Mulberry Bush", and "Simon Dice" are included in each day's activities, as are songs sung in both Spanish and English. A cassette tape that includes the songs used in the guides can be ordered separately from the Dissemination Center. (DS)

ED 163 803 FL 009 916

Tenenbaum, Joan M., Comp.
Dena'ina Sukdu'a, Vol. 1.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-Apr 76
Grant-1-F01-MH-58640-01; Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($2.50)
Language-English; Athapascan
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, Elementary Secondary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages
Identifiers-Alaska, *Tanaina Athabascan
This is the first of a set of four books containing 24 examples of the Tanaina art of storytelling. They are intended for use in a bilingual education setting for competent speakers of Tanaina Athabaskan who have knowledge of the writing system. The six stories in this volume are part of a large group of traditional stories called sukdu'' which were usually told during the long fall and winter evenings. They are regarded by the people as descriptions of the way the world was before it became as they know it today. The stories are presented as they were told by the storytellers and are transcribed in the Tanaina practical orthography. Each story contains an interlinear word-by-word literal translation and is followed by a free English Translation. A chart of the vowels and consonants of the Tanaina alphabet is appended. (AMH)

ED 163 862 HE 010 690

McCarthy, Martha
Equity for Women in Higher Education, Project Overview.
Indiana Univ., Bloomington.; University Council for Educational Administration, Columbus, Ohio.
Pub Date- 78
Grant-G007604964
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Education, *Equal Opportunities (Jobs), *Females, Higher Education, Instructional Materials, Interinstitutional Cooperation, *Leadership Training, Manpower Development, Program Descriptions, *Sex Discrimination, Universities, *Womens Education
Identifiers-Indiana University
The Equity for Women in Higher Education project at Indiana University was part of a grant coordinated by the University Council for Educational Administration and funded through the Women's Educational Equity Act. The grant involved a collaborative effort among five universities to produce and validate training materials to advance equity for women in education. The duration of the project was September 1976 through September 1978. The overall goal was to improve the knowledge, skills, and attitudes of actual and potential educational leaders in five target groups: (1) women preparing for educational leadership roles; (2) education administration trainees in general, including males and females; (3) professors of educational administration; (4) policymakers and administrators in K-12 school systems; and (5) policymakers and administrators in postsecondary education systems. The project at Indiana University was the last of these projects, and is described here, focusing on delineation of the target population, determination of the target group needs and project goals, development of the training materials, and validation and dissemination of the products. (Author/MSE)

ED 163 882 HE 010 778

Phillips, Ronald A.
Self-Selection for Readmission after Academic Dismissal: An Experiment.
Salisbury State Coll., Md.
Pub Date-27 Oct 78
Note-13p.; Paper presented to the Southern Association for Institutional Research meeting (Nashville, Tennessee, October 26-27, 1978) ; Figures may not reproduce clearly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Failure, Administrative Policy, *College Admission, *College Students, *Educational Counseling, Eligibility, *Expulsion, Failure Factors, Higher Education, Institutional Research, Low Achievers, Research Projects, *Selection, State Colleges, Student Application, Student Evaluation, Success Factors
Identifiers-*Readmission, Salisbury State College MD
A new readmission policy at Salisbury State College for students who were academically dismissed is described, and data are presented on dismissals and readmissions from Fall 1974 through Fall 1976. Academically-dismissed students may be readmitted in time to enroll for the next semester provided they apply for readmission through the Office of the Academic Dean. As part of the application process the student meets with academic counselors and writes a letter to the dean explaining the resolution of the problem that contributed to failure. Readmission is dependent on: there being adequate facilities at the college to accommodate the students who want to return; and the admission criteria predict the student is capable of succeeding. The data suggest that the readmission policy is providing capable students the opportunity to complete college. It is mutually advantageous to students and the college that there is no arbitrary method of determining who is eligible to return to the institution. (SW)

ED 163 903 IR 006 216

Bakshi, Trilochan S. Oddie, Lily

An Assessment of an Audiotutorial Approach to Learning.

Athabasca Univ., Edmonton (Alberta).
Spons Agency-Alberta Dept. of Advanced Education, Calgary.
Pub Date-9 Jan 78
Note-140p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Audiotape Recordings, *Autoinstructional Aids, *Biology Instruction, Curriculum Evaluation, Formative Evaluation, Higher Education, Instructional Innovation, Media Research, *Program Evaluation, *Tutorial Programs
Identifiers-*Canada (Alberta)

This study investigated the appropriateness both to the delivery system and to students of Athabasca University of the audiotutorial method of instruction in an introductory level Biology course, which used selections of audiotutorial materials from Minicourses in Biology.'' Evaluation data were gathered by using pre-post test (content) results, time sheets, post cluster questionnaires (cognitive, affective, and instructional concerns), activity sheets, personal interviews, and credit examinations. Student enthusiasm was high, and a significant pre-post test improvement was evidenced in student achievement across clusters. Problem areas identified in the course included sequencing of clusters; clear differentiation to students of pre-, post-, and in-house laboratory activities; length of course; availability of packaged materials; and technical demands of delivery of live organisms in winter. This course, with appropriate modifications, was found suitable for offering to larger numbers of Albertans. (Author/JEG)

ED 163 975 IR 006 651

Evans, David R.
Technology in Nonformal Education: A Critical Appraisal. Issues in Nonformal Education No. 2.
Massachusetts Univ., Amherst. Center for International Education.
Pub Date-76
Note-40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Audiovisual Communication, Broadcast Industry, Broadcast Television, *Educational Strategies, Educational Television, Locus of Control, Mass Media, *Media Technology, *Nonformal Education, Radio Technology, *State of the Art Reviews
In analyzing efforts to utilize technology in nonformal education programs, the applied communications aspects of instructional technology are most relevant, and locus of control and the technology of educational organization are two major components of analysis. Growing out of these components is the increasing recognition that educational enterprises must become involved in a restructuring of the relationship between education and the setting in which learning is applied, ultimately indicating that organizational technology, and not communication technology, is the dominant concern. The types of educational technology which have been applied to nonformal educational programs can be grouped into four major categories: large scale communications media, small scale communications media, small group instructional technology, and folk media. Broadcast television and radio are the major focus of large scale communications media, while visual media (film and videotape) and audio media (simple cassette recorders) are central to small scale communications media. In evaluation of small group instructional technology, the emphasis is on the distribution of messages utilizing materials which stimulate dialogue among learners and illustrate situations, points, contradictions, and issues. Unlike the others, folk media in nonformal education is a new and relatively undeveloped potential. (JEG)

ED 164 021 JC 790 020

Bers, John A.

Tying Resources to Results: Integrating the Resource Allocation Process into Planning and Management in a Public Two-Year College.

Gadsden State Junior Coll., Ala.
Pub Date-Jul 78
Note-50p.; Paper presented to the American Educational Research Association Special Interest Group for Community Colleges (Williamsburg, Virginia, July 18-19, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Budgeting, Community Colleges, Cost Effectiveness, *Educational Finance, *Finance Reform, Financial Policy, *Financial Problems, *Junior Colleges, Needs Assessment, Resource Allocations, *Retrenchment, Teacher Participation

A budgetary process that serves a college in an era of expansion is likely to break down when the resource base is reduced and tough-minded decisions about priorities are required. This paper describes a resource allocation system that Gadsden State Junior College developed and tested over a two-year period to respond to fiscal contraction. Key elements of the system are an enrollment-driven program costing procedure, a faculty-based Priorities Advisory Committee, and integration of budgeting with the college's planning system to permit resource allocations to be related to attainment of institutional goals and priorities. Outlined are definitions of specific problems; objectives of the budgetary process; three alternative approaches to incremental budgeting outcome-oriented budgeting, formula budgeting, and cost analysis; methodology of incorporating the best of each approach into the budget process; and results of Gadsden's experience. It is concluded that (1) financial contraction alone doesn't necessarily lead to a re-examination of programs in relation to the educational outcomes which are produced or the community needs served; (2) formula budgeting combined with cost analysis seems to fit the needs of the college's administrators; and (3) the "homegrown" process is responsive to the unique needs and the style of the college. A bibliography is included and appendices contain policies and procedures and operational data. (Author/MB)

ED 164 041 JC 790 048

Marsee, Stuart

General Education! Not Again?

Pub Date-Feb 79
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, *Educational Objectives, Educational Philosophy, *General Education, *Junior Colleges, Literature Reviews, Teacher Role

After reviewing definitions of general education and statements regarding its importance found in the literature, this paper presents observations to be considered in updating or developing general education programs. It is observed that many disciplines have developed excessive departmentalization; that administrators tend to view general education as insignificant; that material should be presented that pertains directly to the lives of the students; that there should not be a separate general education faculty; that courses should be adjusted to different ability levels; and that these courses usually do not prepare students for advanced courses. New emphases in general education instruction include: stressing inquiry, greater flexibility for the teacher, popularity of independent study and study abroad, and the negative effects of greater inducements for specialized scholarship for younger teachers. The general education teacher should attempt to help his students develop: (1) a sense of responsibility for their own learning; (2) an awareness of their strengths and weaknesses; and (3) an understanding of what college is and what it means to do scholarly work. (MB)

ED 164 175 RC 010 982

Crawford, Robert H. Adhikarya, Ronny
The Use of Traditional Media in Family Planning Programs in Rural Java.
Cornell University, Current Papers in the Communication Arts Pub Date-73
Note-21p.; Paper prepared for the Specialists' Training Program in Population/Family Planning at the East-West Communication Institute (Honolulu, Hawaii, June 26-September 8, 1972)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adoption (Ideas), Adult Education, Birth Rate, *Change Agents, Change Strategies, Cultural Factors, *Diffusion, *Family Planning, *Folk Drama, Information Dissemination, Population Growth, *Puppetry, Rural Education, *Rural Population, Theater Arts
Identifiers-*Indonesia (Java)
Java's present national family planning program is hampered not only by a serious lack of formal communication media, but also by cultural, social and economic barriers that impede the communication effort. To reach the predominantly rural population, family planning programs could utilize Java's traditional mass media: the folk operas, comedies, and puppet theaters which are in virtually every village on the island. Rural people are persuaded to adopt new ways more readily when the change agents are people they know and trust; both puppeteers and actors are known and respected by their audiences. Because they reflect local culture, the theater groups can effectively convey messages in the language, symbols, and styles familiar to the people. Puppetry offers further advantages. Difficulties many persons with low literacy have in perceiving symbols, graphs, and cartoons do not seem to arise when puppets are used. Puppetry is flexible; wording can be adapted to local themes and current conditions. The conservative rural people feel that sexual matters, especially sexual relationships, should not be discussed in public, and delicate subjects can be introduced more easily with puppets than with live actors. This form of family planning education will require careful groundwork and field experimentation; the system may involve using the professional troupes now practicing in rural areas, or a parallel system with specially trained troupes could be developed. (Author/DS)

ED 164 194 RC 011 018

Munro, Fern H.

A Follow-up Study of Graduates of Laguna-Acoma High School Who Took ACT and/or Entered a Four-Year College Program.

Pub Date-Jan 73
Note-12p.; Study prepared at Laguna - Acoma High School New Languna, New Mexico
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Bachelors Degrees, College Bound Students, *College Graduates, *College Students, *Followup Studies, Grade Point Average, *High School Graduates, *School Holding Power, Test Results, Tribes
Identifiers-Acoma Pueblo (Tribe), American College Test Assessment, *American Indian Education, Class Rank, Laguna Pueblo (Tribe), *New Mexico

The myth that only the high school student who is at or near the top of his class can succeed at a four-year college is not upheld for graduates of Laguna-Acoma High School (LAHS) in New Mexico. Many sources provide accurate gradepoint averages (GPA), American College Test (ACT) scores and Rank in Class (RIC) for the LAHS students who took the ACT and/or entered a four-year college between 1964 and 1972. The GPA and RIC of the college bound students varies widely and only 26% of the LAHS graduates have taken the ACT, which probably represents an insignificant sample for measuring college retention. LAHS students do, however, fit all five categories of students who, according to ACT representatives, tend to do poorly on the test. For LAHS graduates, neither the test scores nor GPA can significantly determine who goes to college or completes a baccalaureate. Compared with retention figures supplied from the University of New Mexico (the largest university in the state), LAHS graduates have a 10% higher college retention rate than the general student body at the University. The paper concludes with a listing of 174 LAHS graduates' rank in class, grade point average, ACT scores, notations as to college entry, completion, or present enrollment, and a list of LAHS graduates who have received baccalaureate degrees. (SB)

ED 164 231 RC 011 073

American Indian Policy Review Commission Special Joint Task Force Report on Alaskan Native Issues.

Congress of the U.S. Washington, D.C. American Indian Policy Review Commission.
Pub Date-Jul 76
Note-93p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Alaska Natives, American Indians, Community Responsibility, Economics, *Federal Legislation, Federal State Relationship, *Land Settlement, Land Use, Local Government, Management Systems, *Natural Resources, Reservations (Indian), Rural Areas, *Self Determination, *Taxes, Tribes, United States History
Identifiers-*Alaskan Native Claims Settlement Act, American Indian Policy Review Commission, Federal Indian Relationship

Impact of the Alaskan Native Claims Settlement Act (ANCSA) on Alaskan Natives, particularly at village levels, is the focus of a joint task force report on Alaskan Native issues. Prepared for the American Indian Policy Review Commission, the report is the work of representatives from task forces on tribal government, federal, state, and tribal jurisdiction, and reservation development and resource protection. Report findings include: Department of Interior has not been sufficiently effective in implementing ANCSA; long-term ability of native corporations for economic success is undercut by delay in land transfers and impact of inflation; Natives' long-term ability to control their land and corporation will be undercut by 1991 removal of exemption against taxation and against alienability of Native-held ANCSA corporation stock; Native village status is complicated by application of concepts with little relevance to Alaska. Recommendations deal with completion of interim conveyances by 1981; repeal of the ANCSA easement provision; amending ANCSA so that 20-year taxation exemption runs from conveyance of fee simple title to all ANCSA lands and so that a l undeveloped lands remain permanently tax exempt; establishment of Special Congressional Commission to determine if ANCSA assures viability of Alaska Native communities; amendment of PL 638 as regards self-determination grants in Alaska. (RS)

ED 164 251 SE 025 040

Lauby, Anne, Ed.
Social Sciences in Forestry, A Current Selected Bibliography, No. 46, June 1978.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.
Pub Date-Jun 78
Note-72p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Agriculture, *Bibliographies, Conservation (Environment), *Forestry, Management, Manufacturing, *Natural Resources, Science Education, *Social Sciences, *Trees

This document is a selected bibliography of social sciences in forestry. It includes five major categories: (1) social science applied to forestry at large; (2) applied to forestry's production agents; (3) applied to forest production; (4) applied to manufacturing; and (5) applied to marketing, trade and demand for forest output. The booklet has a subject matter classification scheme followed by the list of references for each category. The entries are arranged alphabetically by author and contain the source of information, place and date of publication, volume number and number of pages. A brief description of each resource is given. (GA)

ED 163 844 HE 010 594

Williams, Walter E.

A Survey of University of South Florida Applicants to Professional Schools in the Health Sciences.

Pub Date-Jun 78
Note-31p.; Ed.D. practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Admission (School), *Admission Criteria, Competitive Selection, Counseling Programs, *Dental Schools, Educational Counseling, Faculty Advisors, Grades (Scholastic), Higher Education, Institutional Research, *Medical Schools, Multiple Regression Analysis, Predictor Variables, *Professional Education, Research Projects, Statistical Studies, *Student Application, Student Evaluation, Student Records, Success Factors, Test Results
Identifiers-*University of South Florida

At the University of South Florida the College of Natural Sciences administers the premedical sciences advising program. The program is designed to assist students seeking admission to a professional school in the health sciences. Advisors in the program have the dual responsibility of counselor and evaluator. The evaluation process estimates the potential of the applicant as a professional in the field. To assist the advisors in evaluation, an investigation was conducted to determine the cognitive and noncognitve variables that had the greatest correlation and predictive value for successful admission to schools of medicine and dentistry. A multiple regression analysis was performed on data collected from the files of applicants from the College, separately for premedical and predental students. The results from the College, separately for premedical and predental students. The results indicate that the selection process remains highly subjective for both groups. Grades and test scores continue to be key factors, but other variables

ED 163 927 IR 006 469

Bellanti, Robert Widdifield, Cecil

Interlibrary Lending Cost Analysis: UCLA Biomedical Library. Preliminary Report.

Pub Date-Mar 78

Note-35p.; Paper presented at the Annual Meeting of the Medical Library Association (Chicago, Illinois, March 1978); Not available in hard copy due to marginal legibility of appendices

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cost Effectiveness, Data Sheets, Flow Charts, *Interlibrary Loans, Libraries, *Performance Criteria, Productivity, Staff Utilization, Tables (Data), *Task Analysis

Identifiers-*UCLA Biomedical Library

The Interlibrary Loan (ILL) Section of the UCLA Biomedical Library was studied in an attempt to develop a methodology for analyzing interlibrary loan associated costs that would be generalizable to other libraries. Other objectives included developing standards of performance to monitor staff productivity and correcting imbalances in the flow of requests. To these ends, a full task analysis was performed of all functions carried out in the section. Thirty-one activities, comprised of 87 tasks, were identified. For each task, sample size, performance standard, and percent of task application to each activity were determined; for each activity, the additional factors of level of staff and activity cost per request were assigned. The activities were grouped

ED 163 951 IR 006 523

Marshall, Joanne G. Hamilton, John D.

The Clinical Librarian and the Patient: Report of a Project at McMaster University Medical Centre.

Pub Date-14 Jun 78
Note-22p.; Paper presented at the Annual Meeting of the Medical Library Association (Chicago, Illinois, June 14, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Hospital Personnel, Institution Libraries, *Librarians, *Library Programs, *Library Role, Library Services, *Medical Libraries, Medical Services, Patients (Persons)

In June 1975 a clinical librarian project was initiated in the Gastroenterology Programme of McMaster University Medical Centre (MUMC). The objectives of the project were to assist patients in participating more knowledgeably in their own health care and to assist health professionals in applying the latest information from the biomedical literature to patient care. The implementation and development of the service are described, including the use of feedback from patients and health professionals to assess the impact of the librarians' participation in clinical settings. Benefits included increased accessibility of information resources to patients, a greater awareness of the usefulness of the biomedical literature and the library in patient care by health professionals, and an opportunity for the librarian to gain a first-hand view of activities and information needs in a clinical setting. Key points in determining the successful implementation of the project are given. (Author)

ED 163 999 IR 006 795

Hull, Gary L.
The Teaching of Instructional Systems Design: Alternative Procedures.
Pub Date-Apr 78
Note-9p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Course Content, *Course Descriptions, Course Objectives, *Guidelines, Higher Education, *Instructional Design, *Instructional Systems, *Models, Systems Approach, *Teaching Procedures
This overview of an introductory, graduate level course in instructional systems design taught at Southern Illinois University-Edwardsville stresses the point that professors of instructional design need to utilize the concepts, principles, and procedures which they present in their courses. Special attention is given to the analysis, development, and evaluation stages. Instructional procedures that are typically used are described, and a flowchart model of the course is analyzed. (Author/CMV)

ED 164 061 JC 790 070

Institutional Research, Fiscal Year 1977: Perceptions of Mastery Grading. Research Monograph VIII.

South Oklahoma City Junior Coll., Okla.
Pub Date-77
Note-53p.
EDRS Price MF-S0.83 HC-S3.50 Plus Postage.
Descriptors-*Academic Records, Administrator Attitudes, *Attitudes, Community Colleges, Counselor Attitudes, Employer Attitudes, Grades (Scholastic), *Grading, Higher Education, Institutional Research, *Junior Colleges, *Mastery Learning, School Funds, Secondary Education, Student Attitudes, Student Evaluation, Student Financial Aid, *Surveys, Teacher Attitudes, Transfer Policy, Transfer Students

The grading policy at South Oklahoma City Junior College (SOCJC) allows a student to master a course by doing a specified amount of work to a pre-determined standard (80% mastery). When this is accomplished, the student receives an "M" indicating mastery; otherwise, nothing appears on the official record. No A, B, C, grades are awarded. This document compiles six studies dealing with the perceptions of the "M" grade by different SOCJC constituencies. The first survey examined employers of the college's students. Employers preferred a traditional transcript though about two-thirds would accept a list of student competencies. Next studied were other institutions of higher education, which also preferred transcripts allowing student comparisons; however,

ED 164 080 JC 790 097

Criteria for Associate Degree Programs and Certificate Programs.
Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-28 Nov 77
Note-7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Associate Degrees, Community Colleges, Credits, *Educational Certificates, General Education, *Junior Colleges, *State Standards, Technical Education, Vocational Education
Identifiers-*Colorado

This paper outlines criteria for the award of certificates and associate in arts (A.A.), associate in science (A.S.), and associate in applied science (A.A.S.) degrees in Colorado community colleges. Certificate programs, regardless of their duration, are defined as those designed primarily to lead to employment immediately upon completion and which heavily emphasize skills required for employment. Two-year certificate programs are expected to decline; these must be justified by evidence that the need for skill courses is so great that insufficient time remains for the general education courses normally required for the A.A.S. degree. A minimum of 64 semester credit hours or 96 quarter credit hours is established for associate degrees. For the associate in arts, traditionally awarded to graduates of transfer programs, minimum requirements in the humanities and sciences are outlined. While the associate in science is acceptable for transfer programs leading to baccalaureate degrees in scientific fields, the Board favors its use for occupational programs emphasizing high level cognitive skills, and further stipulates that A. S. programs must emphasize preparation for job entry. One-half of the credit hours for such programs must be in general education areas, while one-fourth to one-third are required in general education for associate in applied science programs, designed for immediate job entry in technical occupations. (MB)

ED 164 117 PS 0 0 310

Maternal and Child Health Care Act 1977. Hearings Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fifth Congress, Second Session on H. R. 1702.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date-5 Jan 78

Note-352p.; Several papers of the original document contain small print and may be of marginal legibility; Pages 93-107, 164-172, and 225-232 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related document, see ED 140 944

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Children, *Federal Legislation, Health Education, Health Insurance, *Health Programs, *Health Services, *Hearings, Medical Services, *Mothers, Physical Health, Preventive Medicine

Identifiers-*Congress

Proceedings from the second session of hearings on the Maternal and Child Health Care Act are presented in this document. A copy of the bill (H. R. 1702) which proposes the provision of comprehensive health care services for pregnant women and children from birth to age 18 is included. Also included are testimony and statements of expert witnesses, statements prepared by professional organizations, previously published articles dealing with relevant issues, and letters submitted for the record. (JMB)

ED 164 157 RC 010 767

Navajo Area Mathematics Guidelines.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-GW-8613; EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*American Indians, *Curriculum Guides, Elementary Education, Elementary School Mathematics, Geometric Concepts, Geometry, Illustrations, *Learning Activities, *Mathematical Concepts, *Mathematics, Numbers, Pattern Recognition, Reservations (Indian), *Set Theory
Identifiers-*Navajo (Tribe)

Heavy emphasis is placed on development of understanding of arithmetic in this mathematics curriculum prepared specifically for Navajo children and intended for use in reservation schools. Materials are presented so that only when a given concept is understood are skills associated with it and a written format introduced. Learning activities expose students early to ideas of patterning and repatterning. The guidelines are to be used as a mathematical core for elementary school, not as a total curriculum. The more than 140 objectives are categorized according to four strands comparative (sets, cardinal and sequential relationships, grouping, place value, types of numbers), joining (addition and multiplication operations), separate (subtraction and division operations), and geometry (line, shapes, figures, measurement). Objectives are cross referenced according to strand components, and the guidelines also contain a cross reference with other text books available in the Navajo area. The guidelines are organized according to objective; for each, there are comments, prerequisite objectives, and at least two activities, with materials listed and directions for carrying them out explained. Illustrations of mathematical processes are

ED 163 781 FL 009 873

de Villiers, Jill And Others

Deciding among Theories of the Development of Coordination in Child Speech. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Comprehension, Grammar, Imitation, *Language Development, Language Research, Linguistic Theory, *Phrase Structure, Preschool Children, Psycholinguistics, *Sentence Combining, *Sentence Structure, Speech, Speech Communication, Syntax, Transformation Generative Grammar, *Transformation Theory (Language)

The development of sentence coordination in children using sentences conjoined by and" was studied to test the adequacy of the transformationally based derivational theory of complexity. Two cross-sectional experiments were conducted using 18 sentence types with children between the ages of three and five. One experiment used an elicited imitation procedure, and the other used an act-out

ED 163 824 HE 009 669

Silber, John R.
The Tuition Advance Fund: A Proposal for Funding Higher Education.
Pub Date-78
Note-9p.; Originally presented as a speech at the 1977 Assembly of the National Center for Education Management Systems.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Access to Education, College Students, Democratic Values, Educational Finance, Educational Opportunities, Equal Education, *Federal Aid, *Finance Reform, Financial Problems, Higher Education, Income Contingent Loans, Innovation, *Loan Repayment, *Student Financial Aid, *Student Loan Programs, *Trusts (Financial), Tuition
Identifiers-*Tuition Advance Fund
Some of the faults and values implied by present methods of financing higher education are examined, and new financial arrangements are proposed. Problems with the current system include: the price to the consumer of higher education in relation to its cost of production,

ED 164 100 PS 010 273

Gilman, Ann Signatur, Diane

An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Volume II: Final Report - National Survey.

Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-1 Aug 78
Contract-105-76-1158
Note-91p.; For related documents, see PS 010 272 and PS 010 274
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Child Care Workers, Early Childhood Education, Methods, *National Surveys, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Program Descriptions, Program Effectiveness, Research, Student Characteristics, *Summative Evaluation, Tables (Data), Teacher Characteristics, *Training
Identifiers-Child Development Associate, *Project Head Start

This final and inclusive report discusses the findings of a national

ED 164 252 SE 025 095

Marcovitz, Alan B., Ed.
COED Transactions, Vol. X, No. 6, June 1978. Concentric-Tube Heat Exchanger Analysis and Data Reduction.
American Society for Engineering Education, Washington, D.C. Computers in Education Div.
Pub Date-Jun 78
Note-15p.
Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)
Document Not Available from EDRS.
Descriptors-*Computer Oriented Programs, *Computers, *Engineering Education, Heat, Higher Education, Instruction, *Laboratories, Programs, Science Education, *Science Experiments
Four computer programs written in FORTRAN and BASIC develop theoretical predictions and data reduction for a junior-senior level heat exchanger experiment. Programs may be used at the terminal in the laboratory to check progress of the experiment or may be used in the

ED 163 904 IR 006 217

Reedy, Melvin E.

Implementing a System to Permanently Disseminate Infrequently Used Circulating Media from a District Instructional Materials Center.

Pub Date-19 Jan 78
Note-56p.; Ed.D. Practicum, Nova University ; Parts of appendix marginally legible due to print quality; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Costs, *Decentralization, Elementary Secondary Education, *Filmstrips, *Instructional Materials Centers, Library Circulation, Records (Forms), School Districts, *School Libraries

A plan was developed and implemented for the removal of 20,877

ED 164 000 IR 006 796

Schaffer, Dennis R.

The Instructional Developer: An Update.

Pub Date-77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Comparative Analysis, *Curriculum Development, *Demography, Educational Technology, *Instructional Design, *Occupational Surveys, Trend Analysis

batch mode for interpretation of final information for a formal report. Several extensions treat the implementation of new theoretical and practical considerations into the program codes, illustrating both direct and adjunct use of the computer. Experimental results are checked with theoretical predictions to illustrate the use of the programs. (Author/GA)

ED 164 253 SE 025 115

Rosier, Malcolm J.
Early School Leavers in Australia: Family, School and Personal Determinants of the Decision of 16-Year-Old Australians to Remain at School or to Leave. IEA Monograph Studies No. 7.
Australian Council for Educational Research, Hawthorn.; Stockholm Univ. (Sweden). Inst. for the Study of International Problems in Education.
Pub Date-Jun 78
Note-198p.
Available from-The Australian Council for Educational Research Limited, P.O. Box 210 Hawthorn, Victoria, Australia 3122 (ISBN 91-22-00148-4; $9.00)
Document Not Available from EDRS.
Descriptors-*Attitudes, *Dropout Identification, *Dropouts, *Educational Research, Family Influence, *Low Achievers, School Environment, Secondary Education, *Socioeconomic Influences
Identifiers-*Australia
More students from lower socio-economic status homes leave school because they have lower achievement and poorer attitudes. Home background has little direct influence on the decision to leave. Other factors studied were type of school, locale (state), and sex. Type of school had little influence on the decision to leave school. Differences between states were observed and the proportion of girls staying at school was lower than the proportion of boys. Chapter topics are: (1) Conceptual Framework; (2) Measuring Instruments; (3) Sampling and Administration; (4) Methodological Issues; (5) Family Environment Factors; (6) School Environment Factors; (7) Age 14 Personal Factors; (8) Age 16 Personal Factors; and (9) Causal Models. (MP)

ED 164 254 SE 025 127

Morrison, Denton E. And Others
Energy: A Bibliography of Social Science and Related Literature.
Pub Date-75
Note-173p.
Available from-Garland Publishing, Inc., 545 Madison Avenue, New York, New York 10022 (no price quoted)
Document Not Available from EDRS.
Descriptors-*Bibliographies, Books, Conservation Education, *Energy, Energy Conservation, *Environmental Education, *Natural Resources, Periodicals, Social Attitudes, Social Behavior, *Social Sciences, Social Structure, Social Studies

This bibliography contains 2,124 listings pertaining primarily to the social factors involved with energy. Some entries report physical energy information as it relates to social science analysis. Entries are listed by author with a subject index for cross reference. Subject categories include: aesthetic, humanistic, and literary; agriculture; air; alternative sources; attitude, behavior, and cognitions; automobile; coal/shale; economics and business; electricity; equity problems; forests; fossil fuels; geothermal; government; history; international; decision making; mass transit; evaluation and cost-benefit techniques; nuclear; oilspills; population; reclamation; solar; utilities; and water. (TM)

ED 164 255 SE 025 128

Bemis, Virginia And Others
Energy Guide: A Directory of Information Resources.
Pub Date-77
Note-236p.
Available from-Garland Publishing, Inc., 545 Madison Avenue, New York, New York 10022 (no price quoted)
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies, Bibliographies, Books, Courses, *Directories, *Energy, *Environmental Education, Government Role, Information Centers, *Information Sources, Instructional Aids, Periodicals, Reference Materials, Research Projects, Social Science Research, Workshops
This guide is a collection of various information sources pertaining to energy. The chapters separate references according to the type of material (instructional aids, texts, periodicals, reference materials), or the issuing organization (non-government organizations, government services, courses, programs, centers, and research projects). One section lists sources for the visually handicapped. Another contains annotated listings of empirical social science studies on energy and the energy crisis. Annotations cover the methods, variables and findings of research projects on attitudes, behavior, costs, and policy. The index classifies entries according to type of energy (oil, solar, nuclear) or issue (policy, transportation). (TM)

ED 164 256 SE 025 129

Morrison, Denton E. And Others

Energy II: A Bibliography of 1975-1976 Social Science and Related Literature.

Pub Date-77
Note-256p.; For related document, see SE 025 127
Available from-Garland Publishing, Inc., 545 Madison Avenue, New York, New York 10022 (no price quoted)

Document Not Available from EDRS.

Descriptors-*Bibliographies, Booklists, Conservation Education, *Energy, Energy Conservation, *Environmental Education, *Indexes (Locaters), Literature Guides, Periodicals, Reference Books, *Social Sciences, Subject Index Terms

This bibliography contains 2,620 items and updates Energy I, which was completed in 1975. Pre-1975 items that were not included in the earlier bibliography are listed. The main emphasis is literature in the social sciences related to energy, but some items containing detailed information on supply, demand, and types of energy are included. All items are keyworded in the margin. A subject index repeats the keywords but orders the items under the categories sequentially. (TM)

ED 164 257 SE 025 218

A Guide to Teaching the Metric System. 1977 Edition.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date-77

Note-31p.; For related document, see ED 102 020; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Behavioral Objectives, Curriculum, Elementary Secondary Education, *Instruction, Learning Activities, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides, Teaching Techniques

Three bulletins are contained in this packet designed to help teachers introduce the metric system. Bulletin one contains objectives and related teaching suggestions for the following topics: length, area, volume, mass, and temperature. Bulletin two contains a fact sheet and rules for symbols and notation. Bulletin three contains classroom activities. (MP)

ED 164 258 SE 025 227

Welsh, Greg E. McClellan, Deborah A. S.
Renewable Energy Alternatives in Maryland.
Regional Education Service Agency of Appalachian Maryland, Cumberland.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bibliographies, Conservation (Environment), *Conservation Education, Consumer Education, *Energy, Energy Conservation, Environmental Education, *Fuels, *Natural Resources, Resources, Solar Radiation, Water Resources
Identifiers-*Alternative Energy Sources, Maryland, *Renewable Resources
This handbook discusses the renewable energy resources suitable for use in Maryland. It follows a question and answer format with sections about the following alternative renewable energy sources; solar, wind, wood, water, bio-gas/methane, and geothermal. Each section includes a list of recommended readings, appropriate agencies or organizations, and commercial distributors or manufacturers. There is also an annotated bibliography of selected references about energy. A description of the Maryland State Energy Conservation Plan and the Maryland Energy Policy Office is given. (TA)

ED 164 259 SE 025 252

Hewitt, Gloria C.
The Status of Women in Mathematics.
Pub Date-78
Note-15p.
Available from-New York Academy of Sciences, Annals, 2 East 63rd Street, New York, New York 10021 (no price quoted)
Document Not Available from EDRS.
Descriptors-Achievement, Attitudes, *College Mathematics, *Educational Research, Higher Education, *Mathematicians, Sex Discrimination, *Sex Stereotypes, Status, Textbook Bias, *Women Professors, *Womens Education

Changes in the role of women mathematicians during the 1970's are recounted. Positive changes include: (1) history books being written which include accounts of women mathematicians, (2) more women in positions of authority in mathematical professional organizations, and (3) an increase in percent of degrees in mathematics earned by women. Areas with less than satisfactory change include: (1) employment of women mathematicians, and (2) minority women with doctorate degrees in mathematics. Other problems discussed include: (1) sexual bias in textbooks, and (2) attitudes of teachers and peer groups. (MP)

ED 164 260 SE 025 256

Basic Mathematics Program, K-12: Learning Objectives, Scope and Sequence.

Lehigh County Community Coll., Schnecksville, Pa.; Northern Lehigh School District, Slatington, Pa.

Pub Date- 78

Note-102p.; For related document, see SE 025 257; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Achievement, *Behavioral Objectives, *Curriculum, Curriculum Guides, Elementary Secondary Education, Fractions, Geometry, *Instruction, *Mathematics Education, Measurement, Number Concepts, Practical Mathematics, *Program Descriptions

Identifiers-*Number Operations

In this document, detailed objectives for each grade level are listed according to the following categories: for grades K-9, numeration, basic operations, fractions, money and time, and measurement and geometry; for grades 10-12, numeration, basic operations, fractions, and practical applications. Each objective is keyed to an expected level of achievement: awareness, knowledge, application, mastery, reinforcement, and enrichment. An overview of the basic mathematics program at Northern Lehigh School District is also presented. (MP)

ED 164 261 SE 025 257

Specialized Mathematics Courses, Secondary Level: Learning Objectives, Scope and Sequence.

Lehigh County Community Coll., Schnecksville, Pa.; Northern Lehigh School District, Slatington, Pa.

Pub Date- 78

Note-63p.; For related document, see SE 025 256; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Achievement, Algebra, Analytic Geometry, *Behavioral Objectives, *Curriculum, Curriculum Guides, Geometry, *Instruction, Practical Mathematics, *Program Descriptions, Secondary Education, *Secondary School Mathematics, Trigonometry

In this document, detailed objectives for the following courses are listed: Algebra I, Algebra II, Geometry, Trigonometry, Analytic Geometry, Advanced Mathematics, Personal Business Mathematics, and Business Mathematics. Each objective is keyed to an expected level of achievement: awareness, knowledge, application, mastery, reinforcement, and enrichment. Also contained herein is an overview of the basic mathematics program at Northern Lehigh School District. (MP)

ED 164 262 SE 025 279

Heller, Kirby A. And Others

Expectancies, Utility Values, and Attributions for Performance in Mathematics.

Pub Date-Mar 78
Note-13p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Contains occasional marginal legibility
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Ability, *Attitudes, *Educational Research, Elementary Secondary Education, Research, *Role Perception, *Secondary School Mathematics, *Sex Differences
Identifiers-*Research Reports

Some of the determinants of the decision to take or not to take mathematics are explored. The focus is on sex and grade differences in responses to questions about mathematics. The results show that fifth- and sixth-grade girls tended to have higher expectancies for success as well as higher ratings of their ability in mathematics than the boys reported. Ninth-grade girls also had higher expectancies for success than did boys, but lower ratings of their ability in mathematics. (MP)

ED 164 263 SE 025 280

UPSTEP: An Integrated Approach to the Science Preparation of Prospective Elementary School Teachers.

Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Note-125p.
Available from-Purdue University, Department of Education, West Lafayette, Indiana 47907 (no price quoted)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Educational Assessment, *Elementary School Science, *Elementary School Teachers, Higher Education, Methods Courses, *Preservice Education, Science Education, *Student Teaching, *Teacher Education, Undergraduate Students
Identifiers-*National Science Foundation, Purdue University IN

This publication presents a six-year project (1972-78) funded by the National Science Foundation under the Undergraduate Pre-service Teacher Education Program (UPSTEP). The first three years of the project (Phase I) were concerned with a longitudinal study of a pilot group of prospective elementary teachers as they encountered science content and science teaching methodology coupled with early and continued field teaching experiences. The last three years of the project (Phase II) were concerned with the continued implementation and dissemination of the goals of the project. This document consists of two sections. The first section is concerned with Phase I. The objectives, description, and evaluation of the program are presented. Exemplar UPSTEP project units in biology and physics are also presented. The second section is concerned with Phase II. A description of the testing instruments and inquiry evaluations are presented. Several appendices including the project instruments are also included. (HM)

ED 164 264 SE 025 290

Solar Energy: Progress and Promise.
Council on Environmental Quality, Washington, D.C.
Pub Date-Apr 78
Note-58p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 041-011-00036-0; $2.30)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Economics, *Energy, Energy Conservation, Environmental Education, *Federal Programs, Needs Assessment, *Policy Formation, Science Education, *Solar Radiation, *Technology, Thermal Environment, Utilities

This report discusses many of the economic and policy questions related to the widespread introduction of solar power, presents recent progress in developing solar technologies and advancing their economic feasibility, and reviews some recommendations that have been made for achieving the early introduction and sustained application of solar technology, including suggestions for improving the federal solar energy program. Some of the topics included are: solar thermal energy, photovoltaic solar cells, biomass, wind energy conversion, small-scale hydropower, ocean thermal energy conversion, and energy storage. (BB)

ED 164 265 SE 025 291

Woolf, Kenneth

Get Them Under Way! A Developmental Guide for the Establishment of Baccalaureate Technological Programs and Other Post-Secondary Technological Programs.

Woolf (Kenneth) and Associates, Broomall, Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 77
Grant-NSF-HES-75-17321
Note-71p.; Occasional light type in Appendices
Available from-Kenneth Woolf and Associates, 2 Spring Circle, Broomall, Pennsylvania 19008 (No charge while available)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrator Guides, Adult Education, Planning, Postsecondary Education, *Program Design, *Program Planning, Science Education, *Technical Education, *Technology, Vocational Education

This guide presents a model for planning technological education programs. It presents answers to questions involving: (1) the definition of the program discipline; (2) an assessment of the real need for the program, both generally and in the locale of the institution; (3) the availability of the physical and personnel resources to mount the program; (4) the channels through which funding can be achieved; (5) the marketability of the program to the student body; (6) the support for it that might be expected from the general and industrial communities; (7) the speed with which it could be implemented; and (8) periodic evaluation of the success of the program academically and from an accountability viewpoint. The guide is divided into four parts addressing administrative prerequisites, feasibility, the proposal, and operation. (BB)

ED 164 266 SE 025 293

Frey, Karl, Ed. And Others

Research in Science Education in Europe: Perspectives, Structural Problems and Documentation 1976. Report of a Cooperative Study and a European Contact Workshop.

Council of Europe, Strasbourg (France).; Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.
Pub Date-77
Note-393p.
Available from-Swets North America Inc., P.O. Box 517, Berwyn, Pennsylvania 19312 ($17.75)
Document Not Available from EDRS.
Descriptors-Books, *Conference Reports, Educational Objectives, *Educational Research, *Higher Education, *Research Methodology, Research Needs, Research Reviews (Publications), *Science Education, Universities
Identifiers-*Europe

This report evolved from a 1976 workshop sponsored by the Institute for Science Education in Kiel, Germany. The document has two major sections: (1) Research in Science Education in Europe: Perspectives and Structures; and (2) Research in Science Education in Europe: National Reports. Subdivisions under the former heading include: Methodology and Main Areas of Research in Science Education, Future Objectives of Research in Science Education, Organization and Promotion of Research in Science Education, and Exchanges and European Cooperation in Science Education. Under the latter area reports from Austria, Belgium, Cyprus, Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, and the United Kingdom are included. (CP)

ED 164 267 SE 025 307

Dunlop, David L.

The Effects of an Energy-Environment Simulator Upon Selected Energy-Related Attitudes of Science Students and In-Service Teachers.

Pub Date-78
Note-32p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)
EDRS Price MF-$0.83 HC-$2.00 Plus Postage.
Descriptors-*Attitudes, Educational Research, Energy, *Energy Conservation, *Environment, Fuel Consumption, *Natural Resources, Science Education, Science Teachers, Scientific Attitudes, *Simulators, Student Attitudes
Identifiers-Research Reports

This document is the outcome of a study designed to investigate the energy-related attitudes of several different groups of science students and science teachers both before and after working with an energy-environment simulator for approximately an hour. During the interaction with the simulator, the participants decided upon the variables they wanted to include in the study and to interact with each other, such as population growth, personal-energy use, and the distribution of natural resources. The results of the study indicated that significant changes do occur, and suggested that the energy-environmental simulator was responsible, at least in part, for attitudinal changes in several different groups of science students and in-service teachers. The document contains the names of people to contact for a presentation and/or demonstration on Energy and the Environment.'' (Author/GA)

ED 164 268 SE 025 308

McDuffie, Thomas E., Jr.

Differences Among Factors Associated with Achievement Groups Within and Between ISCS Levels I, II & III.

Pub Date-78
Note-16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Contrast, *Educational Research, High Achievers, Individualized Programs, *Junior High School Students, Low Achievers, Reading Achievement, *Science Course Improvement Project, *Science Education, Secondary School Science
Identifiers-*Intermediate Science Curriculum Study, Research Reports

This study investigated factors associated with top and bottom achievement groups for students enrolled in the Intermediate Science Curriculum Study (ISCS) program. Differences between achievement groups within Levels I, II and III of ISCS were also investigated. A cross-sectional sample of Level I (n 372), Level II (n 290) and Level III (n 379) served as the data source. Students were enrolled in one of two junior high schools within the suburban Philadelphia school district. Achievement was treated as a dependent variable. Achievement groups were contrasted on a series of eleven factors with their counterparts within and between levels using discriminate analysis. Significant differences were found between achievement groups at all levels. Working style and emotional attitude toward science were sharp points of contrast between high and low achievers. Comparison of low achievement groups between Levels I and II, and II and III indicated that reading was the only factor which differed significantly. Similar comparison with high achievers indicated an increased need for computational skills and mathematical apptitude in proceeding from Level I to II. (Author/HM)

ED 164 269 SE 025 309

Van Harlingen, David L.

Methodological Issues in Research: The Need for Improved Instrumentation and Model Building.

Pub Date-78
Note-15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Theories, *Cognitive Processes, *Educational Research, Instrumentation, *Learning Theories, *Measurement Instruments, Modeling (Psychological), Performance, Science Education, Validity
Identifiers-*Piaget (Jean), *Research Reports

This researcher investigated two problems: (1) the accuracy and validity of instruments which measure Piagetian levels of thought; and (2) the need for more detailed models of concrete and formal operational structures, both as they develop and consolidate, and in their most highly developed state. Several tasks such as the Piagetian correlations task are presented to demonstrate that the character or value of a task variable may create the discrepancy in performance, rather than the specific content area of a problem. It appears from these examples that it is important to analyze a task prior to presenting it. It is also indicated that the noise from instrumental errors may be larger than the noise from sampling errors. The remainder of the paper discusses the need for a more detailed conceptualization of formal thought. If it can be represented in terms of various operations and schema, it needs to be known which schema develop earliest, which depend hierarchically on the development of others, and at what level of development each must be before consolidation takes place. (HM)

ED 164 270 SE 025 310

Lovell, Walter E.

A Study of Hierarchical Classification in Concrete and Formal Thought.

Pub Date-78
Note-19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Development, *Educational Research, *Elementary Secondary Education, High School Students, Junior High School Students, *Learning Theories, Measurement Techniques, Science Education, Symbolic Learning, *Test Validity
Identifiers-*Piaget (Jean), Research Reports

This researcher investigated the relationship of hierarchical classification processes in subjects categorized as to developmental level as defined by Piaget's theory, and explored the validity of the hierarchical model and test used in the study. A hierarchical classification test and a battery of four Piaget-type tasks were administered individually to a group of 60 randomly-selected high school students and to a group of 52 randomly-selected junior high school students. Students in each group were categorized as concrete, transitional, or formal by determining their performance on the battery of four Piaget-type tasks in science. In addition to the Piaget-type tasks, a hierarchical classification test was administered to each individual within each group. The test consisted of a six-level hierarchy called a Natural Things Test. Results supported the assumption that students capable of forming and manipulating symbolic representations of experience (Formal Operations) would experience little difficulty on the hierarchical test. The assumption that students dependent upon concrete cues would experience difficulty on the hierarchical test was not as clearly supported. (Author/HM)

ED 164 271 SE 025 318

Brendzel, Sharon

Sex Differences in Proportional Reasoning.

Pub Date-78
Note-10p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cognitive Development, *Cognitive Processes, Educational Research, *Mathematical Concepts, *Ratios (Mathematics), Science Education, Sex (Characteristics), *Sex Differences
Identifiers-*Proportional Reasoning

Performance differences between male and female students in proportional reasoning tasks were analyzed with respect to task characteristics. The student performance was also compared to their visual-spatial ability to determine whether such ability correlates with a better performance. The task characteristics tested were ratio complexity, unfamiliarity of content, and spatial attributes of the tasks. The test subjects came from a suburban school and a mixed urban-suburban school. The results indicate that sex, population, and task characteristics do affect performance on proportional reasoning tasks. Specifically, the complex ratio had more failures than the simple ratio, but no sex dependence was found within each school. Students in the suburban high school did significantly better than those in the mixed urban-suburban school. With respect to unfamiliar versus familiar measuring divices, the interaction with sex was significant at the mixed urban-suburban school with females performing more poorly. (Author/BB)

ED 164 272 SE 025 320

Kahle, Jane Butler

A Comparison of the Effects of an Advanced Organizer and/or Behavioral Objectives on the Achievement of Disadvantaged Biology Students.

Pub Date-78
Note-14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Advance Organizers, *Behavioral Objectives, *Biology, *Disadvantaged Youth, Educational Research, Science Education, Secondary Education, Secondary School Science
Identifiers-*Research Reports

The use of an advanced organizer (a generalizable, encompassing concept) prior to an individualized instructional sequence in a self-paced, audiotutorial learning format was accompanied by gains in individual unit achievement and in retention by disadvantaged biology students. Although behavioral objectives generally were shown to make no significant difference when utilized in the same manner as the advanced organizer, a significant increase in achievement occurred when they were used together. This increase might be attributed partly to the use of the behavioral objectives. A series of three audiotutorial units in genetics covering topics in mitosis, meiosis, and chromosomal abnormalities composed the instructional materials. During the course of the six-week experimental period, all subjects received audio tapes, study guides, visual aides, and tests. Achievement was measured by formative unit tests, a summative final test, and a summative retention test. (Author/BB)

ED 164 273 SE 025 330

Cohen, Jack K. Dorn, William S.

Mathematical Modeling and Computing. AAAS Study Guides on Contemporary Problems. No. 8.

American Association for the Advancement of Science, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Note-246p.; Contains occasional marginal legibility in computer printouts and colored pages
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Calculus, *College Teachers, *Computer Oriented Programs, Computer Programs, Computers, *Course Evaluation, Economics, *Mathematical Models, Mathematics, *Mathematics Education, Postsecondary Education, Probability, *Teacher Education
Identifiers-American Association for Advancement of Science

This Study Guide on Contemporary Problems, Number 8, is one of a series prepared by the American Association for the Advancement of Science representing part of the 1974-75 National Science Foundation Chautauqua-Type Short Courses for College Teachers Program. This is a test edition and contains evaluation forms to be completed by the users and to be used in possible revision. Thorough discussions of several mathematical models are presented along with computer programs in BASIC to solve the related problems. This is followed by self-study problems and solutions. The contents include: population models deterministic and discrete, deterministic and continuous, and stochastic; a predator-prey model; an economic model; and modeling in probability. (MP)

ED 164 274 SE 025 331

Proceedings of the Research-on-Teaching Mathematics Conference, May 1-4, 1977. Conference Series No. 3.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.
Pub Date-77
Contract-400-76-0073
Note-246p.; Contains occasional light and broken type
Available from-Inst. for Research on Teaching, College of Education, Michigan State Univ., 252 Erickson Hall, East Lansing, MI 48824 ($8.25)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Conference Reports, Curriculum, Educational Environment, *Educational Research, Elementary Education, *Elementary School Mathematics, Instruction, Student Characteristics, *Teacher Education, *Teaching

Four papers focus on the following questions and issues in research on teaching mathematics: environment, desired outcomes, learner, and implications of research for teachers and teacher education. Formal reactions follow each paper presented by individuals from an educational discipline other than mathematics education. Samples of discussions from conference sessions are also included. An overview of research on teaching mathematics served to introduce the conference. (MP)

ED 164 275 SE 025 332

Schmidt, William H. And Others

Training Manual for the Classification of the Content of Fourth Grade Mathematics. Technical Manual. Research Series No. 4.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.
Pub Date- 77
Contract-400-76-0073
Note-47p.
Available from-Inst. for Research on Teaching, College of Education, Michigan State Univ., 252 Erickson Hall, East Lansing, Michigan 48824 ($2.25)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Content Analysis, *Curriculum, Elementary Education, *Elementary School Mathematics, *Grade 4, Instruction, Instructional Materials, *Taxonomy, *Teacher Education
Identifiers-*Number Operations

A taxonomy for the classification of fourth-grade mathematics content including tests, workbooks, textbooks, handouts, worksheets, and classroom instruction is presented. Three factors are used to define the taxonomy: mode of presentation, with three levels; nature of the materials, with thirteen levels; and operation, with twelve levels. The definitions of the levels of each factor are given as well as conventions used in conjunction with each factor and examples for each level. Sample test questions are classified and the classification explained. A set of practice items and a key are also presented. (MP)

ED 164 276 SE 025 339

Brown, Stephen I.
Some "Prime" Comparisons.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-78
Note-106p.
Available from-National Council of Teachers of Mathematics, 1906 Association Dr., Reston, Va. 22091 ($6.00 nonmembers, $4.80 members; Discounts on quantity orders; There is a $1.00 service charge on cash orders totaling less that $5.00)
Document Not Available from EDRS.
Descriptors-Curriculum, Discovery Learning, *Enrichment Activities, *Instruction, Instructional Materials, *Number Concepts, *Prime Numbers, Secondary Education, *Secondary School Mathematics, *Teacher Education
Identifiers-Modern Algebra, National Council of Teachers of Mathematics, *Number Theory

Topics that deal with prime numbers are presented with the intent of allowing the student to re-create the excitement of the original investigation. Suitable for advanced high school students as an introduction to number theory at the college level or as a text for courses in teacher education, the book covers the following topics: (1) the number and generation of primes, (2) the determination and distribution of primes, (3) unique factorization, and (4) odd and even numbers. (MP)

ED 164 277 SE 025 340

Hearsey, Paul K.

The Design and Construction of a Simple Transmission Electron Microscope for Educational Purposes.

Educational Research Inst. of British Columbia, Vancouver.
Report No.-ERIBC-78-11
Pub Date-78
Note-42p.; Not available in hard copy due to marginal legibility of original document; Two charts in back of document :.emoved due to oversize
EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Electronic Equipment, *High Schools, Instructional Media, *Laboratory Equipment, Models, Optics, *Physics, Science Courses, *Science Education, Secondary Education
identifiers-*Canada

This document presents a model for a simple transmission electron microscope for educational purposes. This microscope could demonstrate thermonic emission, particle acceleration, electron deflection, and flourescence. It is designed to be used in high school science courses, particularly physics, taking into account the size, weight, complexity and costs. It could also be built by any high school and would enable

students to investigate electron optics. The report includes six chapters that cover the purpose, theory, design, construction and operation of the transmission electron microscope model. It also includes some diagrams and a component list. This project was funded by the Educational Research Institute of British Columbia (ERIBC) of Canada. (HM)

ED 164 278 SE 025 343

White, Richard T.

Relevance of Practical Work to Comprehension of Physics. Paper Given at the Conference on The Role of the Laboratory in Physics Education," Oxford University, July 1978.

Pub Date-Jul 78

Note-14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Science, *Comprehension, *Experiments, Higher Education, Inquiry Training, *Instruction, *Laboratories, Learning, *Physics, Science Education, Teaching Methods

This document presents the rationale for laboratory work, which is alleged to be ritualistic in many schools and colleges. The rationale is that laboratories are a fertile source of memory structures called episodes, which would enhance the comprehension of abstract subject matter when associated with it. Specific and generalized episodes are described. Consideration of these episodes leads to recommendations for inclusion in a year's program of: (1) a few unusual and dramatic experiments that can be linked to topics of central importance; (2) experiments that involve common, everyday objects as equipment so that physics can be more easily related to daily life; and (3) experiments that are true problems, which will train students in planning an investigation instead of following directions and in writing a proper report instead of reciting the steps laid down in a manual. (Author/GA)

ED 164 279 SE 025 348

MacLaren, James F.

Heated Discharge Control and Management Alternatives: Small Water Bodies and Rivers.

Canadian Environmental Protection Service, Ottawa. Water Pollution Control Directorate.
Report No.-EPS-3-WP-77-13
Pub Date-Oct 77
Note-304p.
Available from-Environmental Protection Service, Fisheries & Environment, Ottawa, Ontario Canada K1A 1C8 (Catalog No. En43-3/77-13; No price quoted)
Language-English; French
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-Environment, *Environmental Education, Heat, Pollution, Science Education, Technical Reports, *Temperature, *Thermal Environment, *Waste Disposal, *Water Pollution Control

Basic concepts of waste heat management on shallow and deep small water bodies and rivers are reviewed and examples are given. This study defines a small water body as a body in which the far field hydrothermal effects of a heated discharge can be detected in a major portion or practically all of the water body. Environmental effects due to warming of a small natural water body are consequently not limited to the immediate area of the outfall. The report divides small water bodies into three categories: rivers, nonstratified water bodies, and stratified water bodies. Management and control alternatives for each category are discussed, as well as the biological effects of various cooling systems, and methods for prediction and thermal modeling. Emphasis is placed on the significance of site-specific variations and the necessity for consideration of all alternatives before selection of a cooling system for a particular site. (Author/BB)

ED 164 280 SE 025 351

Dillashaw, F. Gerald Yeany, Russell H.
The Use of Strategy Analysis to Train Teachers in Manipulation of Teaching Strategies. Paper Presented at the Regional Meeting of the National Science Teachers Association (New Orleans, Louisiana, November 30, 1978).
Pub Date-Nov 78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Research, *Effective Teaching, Evaluation, Measurement Instruments, *Measurement Techniques, *Science Education, *Teacher Education, Teacher Evaluation, *Teaching Techniques
Identifiers-*Research Reports
Science teacher education programs need to provide opportunities for teachers to acquire strategies of teaching which are compatible with the structure of what is to be taught. The use of more inductive/indirect teaching strategies, which reflect the true nature of science, seems to be dictated by the programs. Implementation of teacher training methods should be based upon empirical links of effectiveness which have been established between particular teacher behaviors and pupil outcomes and between a training mode and the desired teacher behavior. One classroom analysis system which has been designed to allow collection of data on teaching behaviors in both verbal and non-verbal classroom activities is the Teaching Strategy Observation Differential (TSOD). The TSOD is particularly well suited for collection of data on science teacher behavior in classrooms and laboratories where many of the learning activities involve student-centered non-verbal strategies. Another measure is the Data Processing Observation Guide which measures the occurrence of ten specific operations and three general interactions which occur in a classroom where science process skill learning is taking place. (BB)

ED 164 281 SE 025 352

Dillashaw, F. Gerald Butts, David P.

The Use of Curriculum Evaluation as a Tool for Inservice Decision-Making by Classroom Teachers. Paper Presented at the Annual Meeting of the Southeastern Association for the Education of Teachers of Science (New Orleans, Louisiana, November 29, 1973).

Pub Date-Nov 78
Note-11p.; Contains occasional light type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, *Curriculum Evaluation, *Measurement Techniques, *Science Education, Secondary Education, Secondary School Science, *Teaching Techniques
Identifiers-*Research Reports

The results of a curriculum evaluation can be used in inservice sessions as a focal point for decision-making by classroom teachers. Among the questions that may be asked during a curriculum evaluation are: (1) How well do students achieve the stated objectives of the curriculum?; and (2) At what points in the instructional sequence does instruction need to be modified? By looking at student performance on each objective of the curriculum, answers to these questions can be obtained. This may be accomplished by evaluating the results of pre- and post-tests. This approach to inservice decision making was tested by science students and teachers at three junior high schools. (BB)

ED 164 282 SE 025 364

Bachle, Leo And Others
Plants of the Bayshore.
Hayward Unified School District, Calif.
Pub Date-1 Jun 78
Note-43p.; Not available in hard copy due to copyright restrictions; Contains numerous marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Biology, Botany, *Ecology, Elementary Secondary Education, Environmental Education, *Field Trips, *Instructional Materials, *Marine Biology, Oceanology, Outdoor Education, *Plant Identification, Science Education, *Teaching Guides
Identifiers-Aquatic Plants, California
This field guide gives pictures and descriptions of plants that can be found along the San Francisco Bayshore, especially along the Hayward shoreline. The plants are divided into three categories, those of the mud-flat zone, the drier zone, and the levee zone. Eighteen plants are represented in all. The guide is designed to be used alone, with an audio tape, or with a tape and filmstrip. In addition to the plant descriptions, it gives background information and tips for locating plants. (BB)

ED 164 283 SE 025 380

Energy: Pennsylvania's Energy Curriculum for the Middle Grades.
Governor's Energy Council, Harrisburg, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-77
Note-217p.; Drawings may not reproduce well
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Activity Units, Curriculum Design, *Curriculum Guides, *Energy Conservation, *Environmental Education, Experiential Learning, Instructional Materials, *Interdisciplinary Approach, *Junior High Schools, Objectives, Student Attitudes, Surveys
Identifiers-Energy Education, *Pennsylvania Department of Education

This publication is an energy curriculum for grades 7 through 9. In each of the six modules a number of activities are provided. The module titles are: (1) Energy: What is it About?; (2) Energy: Where Does it Go?; (3) Energy: Its Present Sources; (4) Energy: Policy and Prospects; (5) Energy: Is There Another Way?; and (6) Energy: How Can I Help? Objectives, explanations of what to do, and teacher's notes are given for each activity. Where needed, diagrams, tables and other teaching aids are provided for direct copying. The types of activities range from simple lab experiments to group discussions. Other features of this publication include a bibliography, a list of possible audio-visual aids, and an attitude survey to help measure the effect of these energy education materials. This curriculum is designed to be an interdisciplinary and fairly complete energy education program which ultimately brings students to energy conserving lifestyles. However, teachers may easily adapt modules and activities to fit their own designs. (MR)

ED 164 284 SE 025 386

Energy Audit Workbook for Schools.
Department of Energy, Washington, D.C. Office of State and Local Programs.; Department of Energy, Washington, D.C. Office of State Grant Programs.
Report No.-DOE/CS-0041/2; UC-95 d, f
Pub Date-Sep 78
Note-88p.; Pages 60-62 removed due to copyright restrictions
Available from-National Technical Information Service (NTIS), U.S. Department of Commerce, 5285 Port Royal Rd., Springfield, VA 22161 (microfiche $3.00; paper copy $6.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Building Operation, Building Systems, Climate Control, Climatic Factors, *Cost Effectiveness, Economic Factors, *Energy Conservation, Maintenance, Management, *School Buildings, *Workbooks
Identifiers-*Energy Audits

This workbook provides a fill-in-the-blanks approach to an energy conservation program for schools which lack full-time engineering personnel. The generalized approach given here is not as detailed as an energy audit, but it allows school administrators, maintenance personnel, or building operators to analyze energy uses and to determine energy conservation steps and estimate savings in accordance with U.S. Department of Energy Class C Information Audit procedures. The four chapters present: (1) no cost maintenance and operation changes; (2) example problems for determining savings of energy conservation measures; (3) lists of energy conservation measures; and (4) how to prepare an energy conservation plan for your school. (MR)

ED 164 285 SE 025 388

Presley, Michael H. And Others
Saving Money Through Energy Conservation.
Oklahoma State Univ., Stillwater. School of Industrial Education.
Spons Agency-Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date-Dec 76
Note-81p.; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Citizen Role, Climate Control, *Conservation (Environment), Consumer Education, *Cost Effectiveness, Economic Factors, Electrical Appliances, *Energy Conservation, Fuels, *Home Management
Identifiers-*Alternative Energy Sources
This publication is an introduction to personal energy conservation. The first chapter presents a rationale for conserving energy and points out that private citizens control about one third of this country's energy consumption. Chapters two and three show how to save money by saving energy. Chapter two discusses energy conservation methods in the home such as caulking, insulation, temperature settings, and so forth. Chapter three discusses energy conservation measures outside the home such as automobile maintenance practices, landscaping for shade and windscreens, and driving habits. Chapter four discusses future uses of renewable energy sources such as solar, wind, geothermal, etc. and the various proposed technologies associated with these future sources. All the energy conservation methods suggested were included because they were judged cost effective; i.e., enough money would be saved over a reasonable period of time from using them to return the money invested initially. MR)

ED 164 286 SE 025 389

Moseley, A. M. And Others
The Energy Book.
South Carolina State Dept. of Education, Columbia.
Pub Date- 74
Note-29p.; Marginally legible
Available from-U.S. Office of Education, Energy & Education Action Center, Reporters Bldg., Rm. 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)
Document Not Available from EDRS.
Descriptors-Class Activities, Conservation Education, *Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, Home Management, Individual Activities, *Instructional Materials, *Learning Activities, School Buildings
Identifiers-South Carolina
This document is a list of ideas for activities in energy education. The individualized student activities are grouped according to grade level and classified as to appropriate subject area. Other activities are for small groups or classes, and one list centers around using newspapers. There is a checklist for home energy conservation and one for energy conservation in school buildings. A list of films available from the South Carolina Department of Education, and selected resources and references are included. (TM)

ED 164 287 SE 025 401

ENCORE: Energy Conservation Resources for Education.
Texas A and M Univ., College Station. Dept. of Industrial Education.
Pub Date- 77
Note-463p.
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors-Curriculum Development, Curriculum Guides, *Energy Conservation, Environmental Education, *Experiential Learning, Industrial Arts, *Instructional Materials, Interdisciplinary Approach, *Junior High Schools, *Middle Schools, Science Education
Identifiers-*Energy Conservation Resources for Education, Energy Education, *Texas

This publication contains the energy education materials for middle schools from project ENCORE (Energy Conservation Resources for Education). These modules were originally field tested in Texas schools during the 1976-77 academic year. The revised materials in this publication are organized into four major units and thirteen chapters. The chapters provide objectives, informational coverage of topics, activities, and vocabulary lists for students. Suggestions to the Teacher'' sections provide lists of materials, tests, scoring keys, resource lists, and media aids suggestions. The information and activities were designed for use in middle and junior high school industrial arts and science classes. These materials can also be used in other subject areas when exploring energy-related topics. The four major sections are: (1) Introduction; (2) Energy Sources and Energy Production; (3) Energy Conservation; and (4) Alternative Energy Sources. Chapter titles include: (1) Energy in Texas; (2) Environmental Quality and Energy; (3) Energy Saving Tips; (4) Solar Energy; (5) Unusual Energy Sources; and (6) Grow Your Own Garden. Although the materials were written for use in Texas, they may easily be adapted to other areas. (Author/MR)

ED 164 288 SE 025 417

Kidd, Charles V.

Impact of a Department of Education on Federal Science & Technology Activities.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Report No.-OTA-R-71
Pub Date-Aug 78
Note-52p.; Marginal legibility in Appendix
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00573-5; No price quoted)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Educational Assessment, *Educational Legislation, Educational Research, Elementary Secondary Education, Federal Programs, *Federal Regulation, *Government Role, Higher Education, Legislation, *Policy Formation, *Science Education, Technology
Identifiers-Department of Education, National Science Foundation

This report, developed by the Office of Technology Assessment (OTA), is intended to provide the Congress of the United States, during its deliberation on the creation of a new Department of Education, with a range of options for dealing with science and technology educational issues. It consists of two chapters. The first chapter includes potential long-term impacts, both positive and negative, of the proposed Department of Education on three key science and technology-related areas. These are the programs of the National Science Foundation's Science Education Directorate, general support programs for graduate science and engineering training across the country, and educational analysis and research which should be the responsibility of an appropriate Federal agency. Key criteria to be utilized in these evaluations are presented for the use of congressional committees. Specific options dealing with these science education activities are also presented. The second chapter presents an analysis of the effects of the establishment of the proposed Department of Education on science and technology activities of the federal government. An appendix including a bill to establish a Department of Education and for other purposes is also presented at the end of this publication. (HM)

ED 164 289 SE 025 425

Neumann, Marguerite, Ed.
The Tricentennial People: Human Applications of the New Genetics.
Pub Date-78
Note-102p.
Available from-Iowa State University Press, South State Avenue, Ames, Iowa 50010 ($4.25; Discounts on quantity orders)
Document Not Available from EDRS.
Descriptors-Biological Sciences, Books, *Ethical Values, Ethics, *Genetics, *Legal Problems, *Political Issues, Science Education, *Social Values, Symposia, Values

This symposium focused on the social, political, and ethical implications of the current trends in genetic research. Four papers are presented here along with transcripts of the accompanying discussions. The topics include: (1) genetics and the biological basis of the human condition; (2) the pros and cons of genetic counseling; (3) genetics and the law; and (4) genetics, reproductive biology, and bioethics. Some of the issues addressed by the participants were how to correct or prevent undesirable phenotypic structure and behavior, how to achieve socially agreed-upon genetic goals, how to identify those individuals who are genetically at risk, how to counsel such persons, how to identify the ethical issues and how to resolve conflict values, how to formulate laws that will best aid in attaining socially agreed upon goals, and how to deal with ethical dissidents to specific genetic laws. (Author/BB)

ED 164 290 SE 025 436

Weiss, Iris R. And Others
The Visiting Woman Scientists Pilot Program 1978: Highlights Report.
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-RTI-1481-00-02-F
Pub Date-Aug 78
Contract-SPI-77-21-262
Note-17p.; For related document, see SE 025 437
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Education, *Females, Feminism, Higher Education, *Science Careers, Science Education, *Scientists, Womens Education, *Working Women

This publication describes a pilot program which involved 40 women scientists and consisted of visits to 110 high schools in the United States. Each visit involved some of the following activities: (1) a large group meeting of tenth-grade female students; (2) seminars for approximately 30 female students; (3) meetings with individual classes; (4) meetings with school personnel; (5) informal chats with students; and (6) an informal meeting with the school principal or contact person. This document presents an overview of the program, and describes the selection of the high schools to be visited, the selection of the women scientists, the conduction of the meetings, and the evaluation of the program. (BB)

ED 164 291 SE 025 437

Weiss, Iris R. And Others
The Visiting Women Scientists Pilot Program 1978: Final Report.
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-RTI-1481-00-01-F
Pub Date-Aug 78
Contract-SPI-77-21-262
Note-199p.; For related document, see SE 025 436; Contains marginal legibility in Appendices
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Career Education, *Females, Feminism, Higher Education, *Science Careers, Science Education, *Scientists, Womens Education, *Working Women

This publication describes a pilot program involving 40 women scientists. It consisted of visits to 110 high schools in the United States. Each visit consisted of some of the following activities: (1) a large group meeting of tenth-grade female students; (2) meetings with individual classes; (3) seminars for approximately 30 female students; (4) meetings with school personnel; (5) informal chats with students; and (6) an informal meeting with the school principal or contact person. This document presents an overview of the program, and describes the selection of the high schools to be visited, the selection of the women scientists, the conduction of the meetings, the evaluation of the program, and recommendations for future programs. (BB)

ED 164 292 SE 025 438

Mason, Robert M. And Others

Development of Cost Benefit Methodology for Scientific and Technical Information Communication and Application to Information Analysis Centers. Final Report.

Metrics, Inc., Atlanta, Ga.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Science Information.
Report No.-PB-278-566
Pub Date-Feb 77
Grant-NSF-SIS-75-12741
Note-249p.; Contains occasional light and broken type
Available from-National Technical Information Service (NTIS). Operations Division, Springfield, Virginia 22161 ($9.50)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Accountability, *Cost Effectiveness, *Economic Research, Educational Development, Information Services, *Information Systems, *Mathematical Models, Research Methodology, Science Education, *Sciences, Systems Analysis
Identifiers-*National Science Foundation

This document presents a research effort intended to improve the economic information available for formulating politics and making decisions related to Information Analysis Centers (IAC's) and IAC services. The project used a system of IAC information activities to analyze the functional aspects of IAC services, calculate the present value of net benefits, and examine the sensitivity of the costs and benefits to changes in variables and to technological developments. The document includes eight chapters and five appendices. Chapter two examines IAC activities. Chapter three establishes the conceptual framework for modeling demand for IAC services. Chapter five describes an IAC user decision model. Chapter nine summarizes the findings and conclusion of the research effort. An executive summary is also presented. The study recommends that IAC's continue to improve accounting systems that provide meaningful cost allocation data, especially professional staff time. (Author/HM)

ED 164 293 SE 025 441

Johnson, Pam

Educators' Guide to Great Lakes Materials: Books, Films, Maps and Pamphlets for Classroom Use.

Wisconsin Univ., Madison. Sea Grant Program.
Report No.-WIS-SG-78-600
Pub Date-May 78
Note-42p.; Photographs may not reproduce well; Not available in hard copy due to copyright restrictions
Available from-Sea Grant Program, Wisconsin University, 1800 University Ave., Madison, WI 53706 (First copy free of charge; Additional copies $0.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Educational Resources, *Environmental Education, *Filmographies, History, *Instructional Materials, Natural Resources, Science Education, *Water Resources
Identifiers-*Great Lakes

This annotated bibliography presents Great Lakes information for grades six through nine classroom use. It is meant to facilitate and encourage Great Lakes study, particularly of Lakes Michigan and Superior. Material is presented on history, science, lake management, environmental concerns, and recreational use. Included are both fiction and nonfiction books; films; maps and charts; booklets; pamphlets; paperbacks; and serials. No scientific materials are included with a copyright prior to 1970. (BB)

ED 164 294 SE 025 442

King, D. W. And Others
Statistical Indicators of Scientific and Technical Communication (1960-1980), 1977 Edition.
King Research, Inc., Rockville, Md.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Science Information.
Pub Date-May 77
Contract-NSF-C-DSI-75-06942
Note-334p.; For related documents, see ED 135 336 and ED 135 340
Available from-National Technical Information Service (NTIS), Operations Division, Springfield, Virginia 22161 (PB-278 279, $12.50)
Document Not Available from EDRS.
Descriptors-*Communications, *Information Sources, Library Services, *Literature, *Mass Media, *Periodicals, Research, *Sciences, Statistical Analysis, Telecommunication
Identifiers-*National Science Foundation
This report describes results of the second year of research in developing statistical indicators of scientific and technical communication. This effort placed special emphasis on the periodical literature including new estimates of the number of journals and other periodicals, characteristics of journals, journal prices, number of subscribers, and type of publishers. Special analyses are also presented for the value of the journals and for the economics of page changes. Other sections in the report cover books, technical reports, library and secondary services, the amount of resources attributable to federal sources and the total amount of resource expenditures involved in scientific and technical communication. Most principal estimates are included in a set of time series analyses including observations from 1960 to 1975. (Author/HM)

ED 164 295 SE 025 446

Porter, Richard D.
Project-A-Puzzle. Second Edition.
Los Angeles Unified School District, Calif.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-78
Note-64p.
Available from-National Council of Teachers of Mathematics, 1906 Association Dr., Reston, Va 22091 ($4.00 nonmembers, $3.20 members, Discounts on quantity orders)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, Instruction, *Instructional Materials, *Logical Thinking, Mathematical Enrichment, *Mathematics Education, Number Concepts, Pattern Recognition, *Perceptual Development, Problem Solving, *Puzzles, *Transparencies
Identifiers-*National Council of Teachers of Mathematics
This set of transparency masters of mathematical puzzles has as its intent the development of logical and perceptual skills. The puzzles include patterns, magic squares, and counting problems. Solutions and follow-up suggestions are provided on the back of each page. (MP)

ED 164 296 SE 025 447

Energy Management in Municipal Buildings.
Massachusetts State Dept. of Community Affairs, Boston. Energy Conservation Project.
Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Pub Date- 77
Grant-HUD-B-75-51-25-000-7
Note-158p.
EDRS Price MF-$0.83 HC-$8.60 Plus Postage.
Descriptors-*Building Operation, Costs, Economics, *Energy, *Energy Conservation, Environmental Education, Heat Recovery, *Local Government, Management, Natural Resources, *Operating Expenses

This manual is written for the manager or supervisor responsible for instituting an energy management program for municipal buildings. An introduction discusses the management issues facing municipal government in dealing with the need to reduce energy consumption. The guide reviews methods for central coordination of activity to ensure that resources are wisely applied, that results are communicated, and that follow-up on findings takes place. It defines the techniques of preparation of the energy budget, of organizing and evaluating a building audit, and the management principles involved in selecting among alternative conservation measures to determine the combination most likely to be effective for a particular building. It discusses the human factors involved in changing wasteful practices of building users. A technical appendix provides detailed technical information and formulated work sheets for carrying out techniques presented in the text. (RE)

ED 164 297 SE 025 448

Kerns, Marilyn

Energy Conservation: An Examination of Energy Conservation Mechanisms As They Relate to School Districts in Region XI.

Minnesota Univ., St. Paul. Educational Cooperative Services Unit.
Pub Date- 77
Note-68p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Building Improvement, Building Operation, *Building Systems, Climate Control, Energy, *Energy Conservation, Heating, *Physical Design Needs, Physical Environment, *School Buildings, *School Districts, School Environment

This report attempts to supply information on energy conservation mechanisms that can be employed in schools to the public schools of Minnesota. The report begins by presenting guidelines for developing an energy conservation plan. The two models include the concept of Total Educational Energy Management as developed by the Colorado Department of Education, and a program for energy management developed by the Council of Educational Facility Planners which was instituted in Minneapolis in 1974. The report then examines methods available to districts for identifying excessive and unnecessary energy use in school buildings. The three methods examined include: (1) a computer simulation model (PSECS) developed by Educational Facilities laboratories; (2) the Mini-Audit System developed by the Minnesota Energy Agency; and (3) an extensive Maxi-Audit that can be performed by engineering firms. The third section of this report examines operational, maintenance and retrofitting measures that can be used by school districts to conserve energy. (Author/MR)

ED 164 298 SE 025 450

Frank F. Liestman Elementary School of Alief Independent School District: Design Development Presentation.

Pub Date-28 Jun 77

Note-37p.; Prepared by Alief Independent School District, Tex.; Plan drawings may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descrip.ors-Air Conditioning, Architectural Elements, *Building Design, Building Systems, Climate Control, *Costs, Daylight, Electrical Systems, *Elementary Schools, *Energy Conservation, *Lighting, Lighting Design, *School Buildings, School Environment

This publication is the design development presentation for an energy-conserving elementary school building proposed for Alief, Texas. Some of the energy conservation features presented in this proposal include: (1) wind powered emergency electrical system; (2) complete insulation resulting in a building with an over-all U factor of .04; (3) air heat pumps; (4) a control system that cycles the building down to zero energy imput when not in use; (5) skylights to assist artificial lighting systems; (6) an automatic switching system to turn off lights near skylights when natural light is adequate; and (7) a panel to monitor electrical energy being consumed, located near the main entrance. Architectural drawings of interior and exterior scenes, floor plans, air conditioning distribution plans, and skylight plans along with a description of the wind generation system are included. Total cost estimated for the school plan presented here is $2,625,646. (MR)

ED 164 299 SE 025 452

The Energy Primer.
Tennessee Valley Authority, Chattanooga. Div. of Power Utilization.
Pub Date- 76
Note-47p.
EDRS Price MF-$0.83 HC-$2.03 Plus Postage.
Descriptors-Costs, *Electricity, Energy, *Energy Conservation, Environmental Education, Fuels, *Information Sources, Reference Materials, Resource Guides, *Secondary Education
Identifiers-*Energy Education

This publication is an information source on energy for teachers. The information in this publication is factual, and designed for courses of study about energy. This book has been divided into separate energy-related sections. Each section ends with a list of student participation discussion activities. The sections present facts about: (1) energy and its use; (2) oil and natural gas; (3) coal and hydropower; (4) nuclear energy; (5) energy used for transportation; (6) future energy sources; (7) electrical power sources in the TVA area; and (8) energy conservation. A glossary of terms is also provided. This publication was designed as a teacher's resource, not as a curriculum guide. The activities suggested are more appropriate for junior and senior high school students. (MR)

ED 164 300 SE 025 454

Coxe, Edwin F. Hill, David E.

The Marketability of Integrated Energy/Utility Systems: A Guide to the Dollar Savings Potential in Integrated Energy/Utility Systems; for Campuses, Medical Complexes, and Communities; Architect/Engineers, Industrial and Power Plant Owners; Suppliers; and Constructors.

Reynolds, Smith and Hills, Inc., Jacksonville, Fla.
Spons Agency-National Bureau of Standards (DOC), Washington, D.C.; Office of Facilities Engineering and Property Management Planning and Development (DHEW), Washington, D.C.
Pub Date-Dec 76
Note-41p.; Contains occasional light and broken type; For related documents, see SE 025 995-996
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Building Operation, *Building Systems, Colleges, Economic Factors, Electricity, Energy, *Energy Conservation, Fuel Consumption, Heating, *Heat Recovery, Hospitals, *Institutions, *Marketing, Recycling, Universities, Utilities
Identifiers-*Integrated Utility Systems

This publication acquaints the prospective marketplace with the potential and underlying logic of the Integrated Utility System (IUS) concept. This system holds promise for educational and medical institutions seeking to reduce their energy costs. The generic IUS concept is described and how it can be incorporated into existing heating and generating equipment to obtain increased system efficiency through heat recovery and recycling is discussed. Two studies are described to illustrate the positive impact of IUS, especially over the long term. The multiplicity of subsystems available to suit the individual needs of institutions is also covered in this total energy systems document. (MR)

ED 164 301 SE 025 456

Beck, A. And Others
Calculus, Part I, Student's Text, Unit No. 68. Revised Edition.
Stanford Univ.; Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-66
Note-373p.; For related documents, see SE 025 457-459; Contains occasional light type
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Calculus, *Curriculum, *Instructional Materials, *Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group
This is part one of a three-part SMSG calculus text for high school students. One of the goals of the text is to present calculus as a mathematical discipline as well as presenting its practical uses. The authors emphasize the importance of being able to interpret the concepts and theory in terms of models to which they apply. The text demonstrates the origins of the ideas of the calculus in practical problems; attempts to express these ideas precisely and develop them logically; and finally, returns to the problems and applies the theorems resulting from that development. Chapter topics include: (1) Introduction; (2) The Idea of Derivative; (3) Limits and Continuity; (4) Differention; and (5) Applications of the Derivative. (MP)

ED 164 302 SE 025 457

Beck, A. And Others
Calculus, Part 2, Student's Text, Unit No. 67. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-304p.; For related documents, see SE 025 45[illegible]59; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-*Calculus, *Curriculum, *Instructional Materials, *Mathematical Applications, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group
This is part two of a three-part SMSG calculus text for high school students. One of the goals of the text is to present calculus as a mathematical discipline as well as presenting its practical uses. The authors emphasize the importance of being able to interpret the concepts and theory in terms of models to which they apply. The text demonstrates the origins of the ideas of the calculus in practical problems; attempts to express these ideas precisely and develop them logically; and finally, returns to the problems and applies the theorems resulting from that development. Chapter topics include: (1) area and integral; (2) basic integral theorems; (3) logarithmic and exponential functions; (4) growth, decay, and competition; and (5) integration. (MP)

ED 164 303 SE 025 458

Beck, A. And Others
Calculus, Part 3, Student's Text, Unit No. 70. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-360p.; For related documents, see SE 025 456-459; Contains light and broken type
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Calculus, *Curriculum, *Instructional Materials, *Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group
This is part three of a three-part SMSG calculus text for high school students. One of the goals of the text is to present calculus as a mathematical discipline as well as presenting its practical uses. The authors emphasize the importance of being able to interpret the concepts and theory in terms of models to which they apply. The text demonstrates the origins of the ideas of the calculus in practical problems; attempts to express these ideas precisely and develop them logically; and finally, returns to the problems and applies the theorems resulting from that development. Chapter topics include: (1) vectors and curves; (2) mechanics; (3) numerical analysis; (4) sequences and series; and (5) geometricl optics and waves. (MP)

ED 164 304 SE 025 459

Beck, A. And Others
Calculus, Part 3, Teacher's Commentary, Unit No. 71. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-277p.; For related documents, see SE 025 456-458; Contains light and broken type
EDRS Price MF-$0.83 HC-$15.30 Plus Postage.
Descriptors-*Calculus, *Curriculum, *Instruction, Instructional Materials, *Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Teaching Guides
Identifiers-*School Mathematics Study Group
This is part three of a three-part manual for teachers using SMSG high school text materials. The overall purpose for each of the chapters is described and the mathematical development detailed. Background information for key concepts and answers for all exercises in each chapter are provided. Chapter topics include: (1) vectors and curves; (2) mechanics; (3) numerical analysis; (4) sequences and series; and (5) geometrical optics and waves. (MP)

ED 164 305 SE 025 460

Beatty, Leslie And Others
Mathematics for the Elementary School, Book 3, Teacher's Commentary, Part I, Unit No. 58. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-406p.; For related document, see SE 025 461; Contains occasional light and blurred print
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, *Instructional Materials, Mathematics Education, *Number Concepts, *Textbooks
Identifiers-*School Mathematics Study Group
This is part one of a two-part SMSG mathematics text for elementary school students. One of the goals of the text is the development of mathematical ideas via appropriate experiences with things from the physical world and the immediate environment. The text materials provide an introduction to the study of mathematics in which growth is from the concrete to the abstract, from the specific to the general. The authors emphasize exploration and progressive refinement of ideas associated with both number and space. Chapter topics include: (1) sets of points; (2) addition and subtraction - review and extension; (3) describing points as numbers; and (4) arrays and multiplication. (MP)

ED 164 306 SE 025 461

Beatty, Leslie And Others

Mathematics for the Elementary School, Book 3, Teacher's Commentary, Part II, Unit No. 59. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-352p.; For related document, see SE 025 460
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, *Instructional Materials, Mathematics Education, *Number Concepts, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG mathematics text for elementary school students. One of the goals of the text is the development of mathematical ideas via appropriate experiences with things from the physical world and the immediate environment. The text materials provide an introduction to the study of mathematics in which growth is from the concrete to the abstract, from the specific to the general. The authors emphasize exploration and progressive refinement of ideas associated with both number and space. Chapter topics include: (1) addition and subtraction - shorter forms of computation; (2) length and area; (3) multiplication, quotients, and division; (4) rational numbers; and (5) division. (MP)

ED 164 307 SE 025 462

NLSMA Technical Reports, Nos. 1-44.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-473p.; Marginally legible
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
Document Not Available from EDRS.
Descriptors-Curriculum, *Elementary Secondary Education, Evaluation, Instruction, Instructional Materials, Mathematics, *Mathematics Education, *Research, *Research Projects, *Technical Reports, Testing
Identifiers-*National Longitudinal Study Math Abilities

The reports in this document are the results of background studies used in designing the NLSMA project, and as such may be of historical interest. Topics included are: reliability studies; analyses of grading scales; comparison of samples; creating sub-populations; test length; estimating scores; attrition rate; comparison of tests; rationale and procedures; and school community questionnaire data. (MP)

ED 164 308 SE 025 472

Gil, Efraim

Energy-Efficient Planning: An Annotated Bibliography. Planning Advisory Service Report No. 315.

American Society of Planning Officials, Chicago, Ill.
Pub Date-76
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Building Design, *City Planning, Community Planning, *Energy Conservation, Land Use, *Planning, Policy Formation, *Publications, Regional Planning, Site Selection, Transportation, Zoning

The emphasis in this annotated bibliography is on materials related to existing planning practice aimed at energy conservation. It includes sections on: (1) energy related practices in policy planning; (2) land use planning; (3) zoning; (4) subdivision control; (5) transportation planning; (6) site planning and site plan review; (7) regional planning; and (8) energy efficient housing design. Of the 114 citations in this bibliography, many are new planning agency reports and ordinance extracts. This bibliography is intended to provide practicing planners with an initial review of energy efficient planning practice and to give concrete and current examples of how energy efficient planning techniques are presently used or proposed by other planners. (Author/MR)

ED 164 309 SE 025 478

Lightner, Jerry P.

A Compendium of Information on the Theory of Evolution and the Evolution-Creationism Controversy.

National Association of Biology Teachers, Washington, D.C.
Pub Date-8 Feb 78
Note-119p.; Not available in hard copy due to copyright restrictions
Available from-National Association of Biology Teachers, 11250 Roger Bacon Dr., Reston, VA 22090 ($3.00 single copy; $2.00 five or more)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Biology, *Educational Policy, *Evolution, Instruction, *Opinions, Political Issues, Politics, Religion, Religious Education, Science Education, *Science Education History
Identifiers-National Association of Biology Teachers

Presented are 15 papers on the theory of evolution and the evolution-creationism equal-time controversy. The papers can be divided into three categories: (1) a set of papers dealing with legal or constitutional considerations; (2) a group of resolutions, official positions, and personal viewpoints; and (3) several semi-technical articles. Included are an article on the Tennessee "Genesis Law," a statement affirming evolution as a principle of science by the American Humanist Association, a presentation of papers at a California Board of Education hearing of religious leaders' views on the theory of evolution, and others. (BB)

ED 164 310 SE 025 479

Goodwin, Harold L., Ed.
Americans and the World of Water.
Delaware Univ., Newark. Coll. of Marine Studies.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-77
Grant-NOAA-04-6-158-44120
Note-87p.
Available from-University of Delaware Sea Grant College Program, College of Marine Studies, University of Delaware, Newark, DE 19711 (no price quoted)
Document Not Available from EDRS.
Descriptors-*Conservation Education, Economics, *Environmental Education, Literature, Marine Biology, *Natural Resources, *Science Education, *Water Resources

This pamphlet presents six chapters written by marine specialists to help point out the importance of water to Americans. The chapter topics are: (1) water and its meanings for Americans; (2) literature and the arts inspired by the sea; (3) the resources and uses of the sea; (4) the implications of those resources for America's economy; and (5) the impact of marine resources and uses on the American society. This pamphlet was designed as a companion piece to a national statement on the importance of marine education. (BB)

ED 164 311 SE 025 484

IPPF Co-operative Information Service (ICIS). November 1978.
International Planned Parenthood Federation, London (England).
Pub Date-Nov 78
Note-52p.
Available from-International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1Y 4PW England (free)
Document Not Available from EDRS.
Descriptors-*Bibliographies, *Contraception, Developing Nations, Family Life Education, *Family Planning, *Health Education, *Population Education, *Sex Education

This is a bibliography of family planning material available from the International Planned Parenthood Cooperative Information Service library and documentation services. Entries are made under the following categories: reference books, biographies, family planning and bio-medical science, social sciences related to family planning, international conferences, Africa, the Americas, Asia, Europe, the Middle East, and Oceania. Under these main categories the entries are further subdivided under such topics as: contraception research, adolescent sexuality, health education, and the individual countries. Some of the entries have been identified as being important or useful and interesting by the addition of one or two stars to the entry. In addition, publishers' addresses and information on where to obtain the books and journal articles listed are given. (BB)

ED 164 312 SE 025 485

Family Planning and Integration. IPPF Bibliography Series. November 1978.

International Planned Parenthood Federation, London (England).
Pub Date-Nov 78
Note-23p.
Available from-International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1Y 4PW England (no price quoted)
Document Not Available from EDRS.
Descriptors-*Bibliographies, *Developing Nations, Education, *Family Planning, Health Education, Human Development, *Poverty Programs, *Rural Development, Sex Education, Womens Education

This document is a bibliography of materials that present family planning in comprehensive programs for the alleviation of poverty and deprivation. It contains 141 entries. Some of the items describe projects or approaches in which family planning is combined with a single function such as midwifery. The other entries cover programs of varying complexity. The items are grouped by subject areas such as: health, rural development, women, social welfare, and education and communication, and by regions and countries. (BB)

ED 164 313 SE 025 491

Metric Measurement: A Resource for Teachers.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum, Elementary Secondary Education, *Instruction, *Mathematics Education, *Measurement, *Metric System, *Resource Materials, *Teacher Education

This document is designed to help teachers deal with the changeover from the United States customary system to the metric system. This publication contains a brief introduction to the historical development of the metric system, tables of the International System of Units, and descriptions of everyday use of the metric system. Basic information needed for teaching metric measurement in length, area, volume, mass, and temperature is provided. (MP)

ED 164 314 SE 025 492

Long, John Wingo, Ed. And Others
Seafood Products Course Lecture Guide.
Virginia Polytechnic Inst., Blacksburg. Extension Div.
Report No.-VPI-SG-78-01
Pub Date-78
Note-180p.
Available from-Virginia Polytechnic Inst. & State Univ., Sea Grant, Extension Division, Blacksburg, VA 24061 ($4.00)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Animal Science, Biology, *Consumer Education, Cooking Instruction, Environmental Education, Foods Instruction, *Home Economics Education, *Marine Biology, Science Education, *Seafood, *Teaching Guides, Zoology

This consumer's guide offers practical information about the characteristics and uses of seafoods. It covers both finfish and shellfish, including crabs, lobsters, shrimp, oysters, clams, and scallops. It describes the characteristics, important species, fishing methods, market forms, and consumer inspection tips. It also gives such information as how much to buy, and handling and storing tips. This guide is intended to be useful as a seafood products program and teaching guide for extension agents, home demonstration club leaders, and home economics teachers; as a practical guide to the selection and preparation of seafoods for consumers; and as a general sourcebook on seafood products for laymen. (BB)

ED 164 315 SE 025 494

Moving to Metric.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date-75
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Consumer Education, *Economic Change, *Instructional Materials, *Mathematics Education, *Measurement, *Metric System, Postsecondary Education

This booklet, designed to help the consumer prepare for the change to the metric system, discusses the following related topics: simplicity and universality of the metric system, weather, shopping, textiles, cooking, and driving. (MP)

ED 164 316 SE 025 495

Roadmapping Through the Land of Mathematics.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date- 75
Note-65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Charts, Fractions, Instruction, *Instructional Materials, *Map Skills, Mathematical Applications, *Measurement, Percentage, Secondary Education, *Secondary School Mathematics, *Worksheets
Identifiers-*Estimation, *North Carolina, Number Operations
These worksheets relate to the 1973-74 official North Carolina Department of Transportation Highway Map. Topics covered include: map reading, fractions, percentage, estimating, charts, and rounding. An answer key is included. (MP)

ED 164 317 SE 025 498

Energy - 1977.
Kansas State Board of Regents, Topeka.
Pub Date-Aug 77
Note-89p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Building Improvement, *Campus Planning, *Climate Control, College Buildings, Educational Facilities, *Energy, *Energy Conservation, Facilities, Fuel Consumption, Heat, Natural Resources, *Universities

A checklist of energy consumption reduction measures for universities is provided with the intent of achieving rapid and significant energy savings at minimal cost. Measures described should be within the scope of accomplishment by regular university operating and maintenance personnel. The measures involve non-technical actions such as adjusting temperatures and reducing lighting levels. Such action should result in reduction of at least 10%. Quick action measures are presented in 11 categories: (1) lighting; (2) heating and cooling; (3) ventilation and infiltration; (4) modification of central power plant operations; (5) electric power; (6) water heating; (7) elevators; (8) maintenance procedures; (9) water systems; (10) transportation; and (11) operating practices of kitchen and cafeteria areas. (RE)

ED 164 318 SE 025 924

Sonenblum, Sidney
Energy and Economic Growth.
California State Dept. of Energy Resources Conservation and Development Commission, Sacramento.
Pub Date-77
Note-300p.
Available from-U.S. Office of Education, Energy and Education Action Center, Reporters Building, Room 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)
Document Not Available from EDRS.
Descriptors-*Economic Change, *Economic Progress, *Economics, *Energy, Energy Conservation, *Environment, Environmental Influences, Financial Policy, Fuel Consumption, Policy Formation, Reports
Identifiers-*Energy Crisis
This report reviews the economic impacts of the energy dilemma. Presented are viewpoints that have emerged relating to: (1) the desirability of economic growth; (2) the relationship between economic growth and energy usage; (3) the effects of energy wage in limiting or expanding the opportunities for growth; and (4) whether there is some sense in which energy is being wasted. This report may be of use to policy makers and students who are interested in environmental economics, particularly relating to energy. (MR)

ED 164 319 SE 025 927

Energy Alert 78-1, National Energy Act: A Special Report on the National Energy Conservation Policy Act of 1978.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-1 Dec 78
Contract-300-78-0173
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Colleges, *Educational Facilities, *Educational Finance, *Energy Conservation, *Federal Aid, *Federal Legislation, Federal Programs, Hospitals, Technical Assistance, Universities
Identifiers-*National Energy Conservation Policy Act 1978

This Energy Alert deals specifically with Public Law 95-619, the National Energy Conservation Policy Act of 1978 (NECPA). Title III, Part I of NECPA authorizes $900 million over a three-year period for grants to schools and hospitals for energy audits, technical assistance and energy conservation projects. This publication attempts to inform school and hospital administrators about NECPA. Topics covered include: (1) disbursement of funds; (2) preliminary energy audits; (3) energy audits; (4) energy conservation project plans; (5) technical assistance; (6) state energy conservation project goals and plans; (7) applications for funds; and (8) authorizations. A directory of state energy officers and Title III, Part I of NECPA are also included. (MR)

ED 164 320 SE 025 929

Hill, Richard C. And Others

Project Retro-Tech: Teacher's Kit for Course on Home Winterization. Teacher's Guide, Charts for Visuals, Student's Manual, Student's Job Book.

Federal Energy Administration, Washington, D.C.
Pub Date-Jun 75
Note-171p.; Contains occasional small, light, and broken type
Available from-Federal Energy Administration, Region I, 150 Causeway St., Boston, MA 02114
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Vocational Education, Building Improvement, *Climate Control, Climatic Factors, Design Needs, *Energy Conservation, Heating, Home Management, *Instructional Materials, *Short Courses, Vocational Education
Identifiers-*Energy Education, *Weatherization

This kit contains materials for an eight hour course on home weatherization. This course is designed for: (1) work-crew supervisors; (2) secondary or post secondary vocational-technical students; and (3) adults wishing to improve their vocational-technical skills. Contained in this kit are: (1) a teacher's guide; (2) charts for an overhead projector; (3) a student manual; and (4) a home winterization job book. These materials promote the use of existing technology for home retrofitting. Lesson plans are provided in the teacher's guide. The job book is similar to an energy audit workbook. The student manual explains the how and why of winter comfort heating relative to this course. (MR)

ED 164 321 SE 025 930

Schwartz, Seymour I.

Energy Conserving Lifestyles: Final Report to the California Energy Resources Conservation and Development Commission.

Pub Date-Apr 77
Note-173p.; Contains occasional marginal legibility in Tables
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Community Characteristics, Community Development, Conservation (Environment), *Energy Conservation, Group Experience, Home Management, *Innovation, Land Use, *Life Style, *Planned Community, *Rural Resettlement

This report examines the broad topic of energy use and its relationship to lifestyles. The emphasis is on three energy conserving lifestyle models: (1) the rural alternative lifestyle; (2) new towns; and (3) energy conserving subdivisions in existing cities. The first chapter presents an introduction. Chapter two examines the back-to-the-land movement, looking both at individual homesteads and communal living. Chapter three examines developer-designed new towns, such as Reston, Virginia and Irvine, California for energy conservation possibilities and lifestyles. Chapter four considers energy conservation in existing communities including: (1) voluntary conservation measures; (2) insulation of buildings; and (3) the microclimate within the subdivision. The final chapter identifies and evaluates obstacles to the wider adoption of energy conserving lifestyles. (Author/MR)

ED 164 322 SE 025 931

Radtke, Mark L. And Others
The Final Report: 1975 Energy Resource Alternatives Competition.
Spons Agency-Energy Research and Development Administration, Washington, D.C.; National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Mar 76
Contract-ERDA-E(11-1)-2698
Note-226p.
Available from-SCORE, Anderson Hall, Rm. 105, Tufts Univ., Medford, MA 02155 ($5.00); and U.S. Office of Education, Energy & Education Action Center, Reporters Bldg., Rm. 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)
Document Not Available from EDRS.
Descriptors-*College Students, Design Needs, Electricity, Energy, *Energy Conservation, *Engineering Education, Higher Education, Science Projects, Solar Radiation, *Student Projects, Technological Advancement
Identifiers-*Alternative Energy Sources, *Energy Education
This publication describes the projects entered in the Energy Resource Alternatives competition in 1975. Teams of engineering students were given a year to develop non-conventional or alternative energy systems that produced useful energy outputs. Besides an overview of energy sources and uses and discussions of the competitions development, the contents of this document give diagrams and descriptions of the projects entered. Some of these projects could be adapted as experiments or student projects in secondary school science. Additional discussions describe: (1) final testing of projects; (2) scoring and awards; (3) educational impact; and (4) finances. Appendices provide additional information on the competition organization. (MR)

ED 164 323 SE 025 934

Pifer, Glenda
Energy Management Checklist for the Home.
Extension Service (DOA), Washington, D.C.
Report No.-DOA-PA-1118
Pub Date-Oct 75
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Check Lists, *Conservation Education, *Energy, *Energy Conservation, Environmental Education, *Home Management, Lighting, Maintenance, Refrigeration, Temperature, Transportation, Windows
This booklet contains a checklist of equipment and activities for the individual's use in home energy management. The categories covered include: (1) insulation; (2) windows; (3) temperature control; (4) lighting; (5) heating water; (6) laundry; (7) cleaning and maintenance; (8) cooking; (9) refrigeration; (10) dishwashing; (11) recreation; and (12) transportation. (TM)

ED 164 324 SE 025 936

Energy Options: Examining Sources and Defining Government's Role.
League of Women Voters of the U.S., Washington, D.C.
Pub Date-77
Note-55p.
Available from-League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036 (Publication No. 628, $1.00 ea.; Discounts on quantity orders); and U.S. Office of Education, Energy & Education Action Center, Reporters Bldg., Rm. 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)
Document Not Available from EDRS.
Descriptors-Citizen Role, Economic Factors, *Energy Conservation, *Fuel Consumption, *Fuels, Futures (of Society), *Natural Resources, *Policy Formation, Resource Allocations, Utilities
Identifiers-Alternative Energy Sources, *Energy Education

This publication attempts to provide a non-technical overview of energy sources. Its purpose is to inform citizens so that they can more wisely shape their future. This publication is a companion to SE 025 935 which provides information on the social, political and economic aspects of the energy crisis. An inventory of present energy sources, their supplies and prospects for the future, is presented. Also discussed are some considerations for a national energy policy and what governmental agencies can do. (MR)

ED 164 325 SE 025 937

Winter Survival: A Consumer's Guide to Winter Preparedness.
Department of Energy, Washington, D.C.
Report No.-DOE/OPA-0019(1-78)
Pub Date-78
Note-22p.
Available from-Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (no price quoted)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Information Services, *Consumer Education, *Emergency Programs, Energy, *Health Education, Home Health Aides, Home Management, *Safety Education, Temperature, Travel

This booklet discusses a variety of topics to help consumers prepare for winter. Tips for the home include: winterizing the home, dealing with a loss of heat or power failure, and what you need to have on hand. Another section gives driving tips and what to do in a storm. Health factors include suggestions for keeping warm, signs and treatment for cold weather exposure, and who to contact for help. (TM)

ED 164 326 SE 025 938

Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.
Investigations in Science Education, Vol. 3, No. 4. Expanded Abstracts and Critical Analyses of Recent Research.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-77
Note-67p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription $6.00, $1.75 single copy)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Abstracts, Autoinstructional Methods, Biological Sciences, *Cognitive Development, *Educational Research, *Instruction, Research, Research Methodology, *Science Education, Student Attitudes, Values
Identifiers-*Piaget (Jean), Research Reports
This issue provides abstracts and analyses, prepared by science educators, of research reports in three areas of investigation. The first area is cognitive development. Three of the five studies presented in this area are Piagetian in nature. The second group contains four studies dealing with attitudes and values. And the third area, auto-tutorial instruction, contains two studies dealing with biological sciences, one at the high school and one at the university level. Each abstract includes bibliographical data, research design and procedure, purpose, and research rationale, along with the abstractor's analysis. (BB)

ED 164 327 SE 025 939

Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.
Investigations in Science Education, Vol. 4, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-78
Note-64p.; Contains occasional light and broken type
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription $6.00, $1.75 single copy)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Abstracts, *Educational Research, Instruction, Locus of Control, Research, Research Methodology, *Science Education, *Student Attitudes, Student Evaluation of Teacher Performance, Student Science Interests, *Teacher Attitudes, Values
Identifiers-*Research Reports
This issue provides abstracts and analyses, prepared by science educators, of research reports in two areas of investigation. The first, student characteristics, includes three reports which deal with student interests, attitudes, and values. The second, teacher characteristics, also contains three reports. These studies deal with teachers' characteristics and values, and students' perceptions of teacher characteristics. Finally, there are three other studies including a study of locus of control, a study of student understanding of the nature of science, and a survey of teacher and pupil perception of the Nuffield Physical Science course. Each abstract includes bibliographic data, research design and procedure, purpose, and research rationale, along with the abstractor's analysis. (BB)

ED 164 328 SE 025 940

Suydam, Marilyn N. And Others
Ohio Regional Conferences on Mathematics Education.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SER-77-20594
Note-291p.; Contains occasional light and broken type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Calculation, Conference Reports, *Curriculum, Curriculum Development, Elementary Education, *Elementary School Mathematics, *Elementary School Supervisors, *Inservice Programs, Instruction, Instructional Improvement, Instructional Materials, Learning Activities, *Mathematics Education, *Problem Solving, Teacher Education
Identifiers-*Calculators, National Science Foundation
Five regional conferences designed for elementary supervisors and

elementary mathematics educators were held in Ohio. The purposes of the conferences were: (1) to provide direction on the effective use of the calculator in the elementary school classroom; (2) to re-emphasize the importance of problem solving as a major curricular outcome; (3) to explore the interaction of the two areas and their relationship to the current emphasis on the basics; and (4) to establish links between supervisors and mathematics educators in each region for continuing curriculum development and improving instructional practice. Contents of this report include: (1) announcement and application forms; (2) sample schedules of the conferences; (3) conference evaluation forms and data from the evaluation; and (4) resource packets including papers presented or discussed at the conferences, sample materials, and transparency masters. (Author/MP)

ED 164 329 SE 025 941

Vinik, Aggie, Ed. And Others
Mathematics and Humor.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-78
Note-58p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (nonmembers $4.00, members $3.20; Discounts on quantity orders)
Document Not Available from EDRS.
Descriptors-*Bulletin Boards, *Classroom Environment, Elementary Secondary Education, *Humor, Instruction, *Mathematical Enrichment, Mathematicians, *Mathematics Education, *Numbers
Identifiers-*National Council of Teachers of Mathematics
This collection of jokes, riddles, and limericks is designed to be used to enliven the presentation of mathematical material by use in the classroom, on the bulletin board, or to add levity to test papers. Chapter topics include: (1) The Classics and Other Stories; (2) Jokes; (3) It Figures; (4) Quickies; (5) Riddles; and (6) In Verse. An index allows selection of appropriate items. (MP)

ED 164 330 SE 025 942

Mitchell, Merle
Mathematical History: Activities, Puzzles, Stories, and Games.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-78
Note-74p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (nonmembers $5.00, members $4.00; Discounts on quantity orders)
Document Not Available from EDRS.
Descriptors-Elementary Education, *Elementary School Mathematics, Enrichment, *Games, History, *Instruction, Intermediate Grades, *Learning Activities, *Mathematical Enrichment, Problem Solving, *Puzzles, Short Stories
Identifiers-*National Council of Teachers of Mathematics

Based on the history of mathematics, these materials have been planned to enrich the teaching of mathematics in grades four, five, and six. Puzzles and games are based on stories about topics such as famous mathematicians, numerals of ancient peoples, and numerology. The sheets are arranged by grade level and are designed for easy duplication. Suggestions for various ways in which the materials may be used are provided. (MP)

ED 164 331 SE 025 943

Stauss, Nyles G.
The Open Space School: A Facilitator of Science Learning Centers.
Pub Date-78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Development, *Educational Innovation, Elementary Secondary Education, *Interior Space, *Learning Laboratories, *Open Education, Open Plan Schools, Science Activities, *Science Education, Teaching Techniques

This publication discusses how the open-space school can facilitate the development and utilization of science learning units. The following three concepts are presented to establish a basis for this discussion: (1) the open classroom, (2) the open-space school, and (3) the learning center. An attempt is made to convey an operational definition of a science learning center by means of a description of its structure. The functions of the science learning center, nature of its materials, student activities and the major contributions that an open-space facility can make to facilitate science learning centers are also discussed. (HM)

ED 164 332 SE 025 945

Terner, Janet

Biographical Sources in the Sciences. LC Science Tracer Bulletin.

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
Report No.-LC-TB-77-14
Pub Date-Feb 78
Note-26p.
EDRS Price MF-S0.83 HC-S2.06 Plus Postage.
Descriptors-Aerospace Technology, Agriculture, *Bibliographies, *Biographical Inventories, Biological Sciences, Chemistry, *Directories, Engineering, Geology, *Indexes (Locaters), Mathematics, Medicine, Physics, Psychology, *Scientists

This document provides references to a variety of published biographical information on men and women of science. Both historical and contemporary scientists are covered, with emphasis on American scientists. Sources were selected on the basis of general availability through major public and institutional library systems. Sections include: (1) general works; (2) bibliographies and indexes; (3) selected national sources; (4) subject sources, arranged by broad disciplines; and (5) pertinent abstracting and indexing services. (Author/TM)

ED 164 333 SE 025 984

Smith, Ralph Stuart

The United States and World Energy: A Discussion Paper, Department of State.

Department of State, Washington, D.C.
Report No.-DOS-GFPS-304
Pub Date-Nov 77
Note-41p.; Photographs may not reproduce well
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Energy, Energy Conservation, *Foreign Policy, Fuel Consumption, *Fuels, Futures (of Society), Global Approach, Natural Resources, Pamphlets, Policy, *Resource Allocations, *World Problems
Identifiers-*Energy Crisis, *Energy Education

This publication is a summary of the world energy situation and its impact on the United States. A brief review of some interrelated diplomatic, commercial, and technical aspects of the energy crisis and their implications for the U.S. and its foreign policy is presented first. Next, discussions of world supplies, uses and problems with different fuels including fossil fuels, solar, wind, nuclear, and geothermal are given. The distinction is made between resources and reserves. Finally, a concluding discussion is given that indicates what direction U.S. foreign policy on energy should go. It is suggested that the U.S. should play a major role in bringing the world through the transitional period ahead. (MR)

ED 164 334 SE 025 991

Rasmussen, Frederick A.

Coastal Awareness: A Resource Guide for Teachers in Senior High Science. Preprint.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Office of Coastal Zone Management.
Pub Date-Ma 78
Note-75p.; Contains occasional light type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Activities, *Biological Sciences, *Environmental Education, Instructional Materials, *Marine Biology, Natural Sciences, *Resource Guides, Science Education, Secondary Education, *Secondary School Science

The stated purpose of this resource guide is to entice teachers to explore ecological aspects of coastal awareness. Discussions describe different characteristics of the coast such as: (1) waves, currents, and tides; (2) sandy beaches; (3) rocky shores; (4) estuaries; and (5) marshes. These discussions present some of the physical processes that occur along the coast and how those processes affect the ecology of the coast. Some activities are suggested which can increase high school students awareness of the coast. A resources section including: (1) reading suggestions; (2) list of films; (3) some federal and state information sources; and (4) a glossary is presented. (MR)

ED 164 335 SE 025 995

Kirnse, Dale W. Manyimo, Steve B.

Integrated Utility Systems Feasibility Study and Conceptual Design at the University of Florida.

Reynolds, Smith and Hills, Inc., Jacksonville, Fla.
Spons Agency-National Bureau of Standards (DOC), Washington, D.C.; Office of Facilities Engineering and Property Management Planning and Development (DHEW), Washington, D.C.
Pub Date-Oct 76
Contract-100-75-0181
Note-175p.; For related documents, see SE 025 996 and SE 025 454
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Building Systems, *College Buildings, *Design Needs, Economic Factors, Electrical Systems, *Energy Conservation, Environmental Influences, *Feasibility Studies, *Heat Recovery, Institutions, Utilities
Identifiers-*Integrated Utility Systems, University of Florida

The technical feasibility and economic benefits of an Integrated Utility System (IUS) at the University of Florida are addressed, as are the environmental and institutional factors. This study demonstrates a conservational and economic advantage in supplying the energy necessary for heating and cooling as a by-product of power generation. Contents include: (1) a rationale for on-site power generation; (2) descriptions of the site and existing utility system at the University of Florida; (3) the IUS designs for this institution; (4) economic analysis of the system; and (5) a discussion of the environmental and institutional considerations involved in such a system. (Author/MR)

ED 164 336 SE 025 996

Kirase, Dale W. Manyimo, Steve B.

Integrated Utility Systems Feasibility Study and Conceptual Design at the University of Florida. Executive Summary.

Reynolds, Smith and Hills, Inc., Jacksonville, Fla.
Spons Agency-National Bureau of Standards (DOC), Washington, D.C.; Office of Facilities Engineering and Property Management Planning and Development (DHEW), Washington, D.C.

Pub Date-Oct 76
Note-24p.; For related documents, see SE 025 995 and SE 025 454; Contains occasional light type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Air Conditioning, Building Operation, *Building Systems, Campuses, Economic Factors, *Energy Conservation, *Feasibility Studies, Heating, *Heat Recovery, *Institutions, Utilities, Ventilation
Identifiers-*Integrated Utility System, *University of Florida

This executive summary presents a brief analysis of findings and recommendations. The concept of the Integrated Utility System (IUS) is to consider the interaction and mutual support of five utility subsystems needed by a campus complex of buildings. The subsystems are: (1) Electric power service; (2) Heating - ventilating - air conditioning and hot water service; (3) Solid waste handling; (4) Liquid waste handling; and (5) Potable water service. The IUS concept seeks optimum system performance. An IUS feasibility study at the University of Florida is summarized. (Author/MR)

ED 164 337 SE 026 299

Crane, Robert

Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NAEP-SR-08-S-01
Pub Date-Dec 78
Contract-OEC-0-74-0506
Note-64p.; Contains occasional small print in Exhibits
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Achievement, *Educational Assessment, Educational Research, Educational Testing, Elementary Secondary Education, National Programs, *National Surveys, *Science Education, *Scientific Literacy, Surveys, Testing
Identifiers-*Research Reports

The science achievement of American students ages 9, 13, and 17 was measured during the 1976-77 school year. Overall, 543 different questions were asked in the cognitive assessment of science at the three age levels. The questions were developed according to a two-dimensional matrix. One dimension, the classification of the cognitive abilities required to answer specific science questions, was divided into four categories: (1) knowledge; (2) comprehension; (3) application; and (4) analysis, synthesis, and evaluation. The other dimension divided the domain of science into three major areas: content, process, and science and society. The questions illustrate various topics of the biological sciences, earth sciences, physical sciences, and integrated topics such as equilibrium, evolution, and probability. This document gives examples of several types of questions, and gives a summary of student performance categorized according to age, sex, ethnic background, region, size and type of community, and level of parental education. (BB)

ED 164 338 SE 026 301

Public Schools Energy Conservation Measures, Report Number 1: Scott Elementary School, Warwick, Rhode Island.

American Association of School Administrators, Washington, D.C.
Spons Agency-Federal Energy Administration, Washington, D.C.
Pub Date-27 Jan 77
Contract-FEA-CR-04-60711-00
Note-51p.; For related document, see SE 026 302; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Building Improvement, Building Operation, Climate Control, *Computer Programs, *Cost Effectiveness, Economic Factors, *Energy Conservation, Environmental Research, Reports, *School Buildings, Simulation

This study is the first of a five phase program of the American Association of School Administrators directed toward reducing energy consumption in existing schools. This report summarizes the results of the field investigations, computer simulation and evaluations of the energy conserving opportunities available in the Scott Elementary School in Warwick, Rhode Island. The contents of this report present: (1) a building description; (2) data collection and computer simulation efforts; (3) description of energy conservation opportunities indicated by the data and simulation; and (4) economic evaluation of recommended energy conservation measures. This study focuses on cost effective energy conservation measures for this school but the procedures described may be applied widely. (MR)

ED 164 339 SE 026 302

Public Schools Energy Conservation Measures: Management Summaries.
American Association of School Administrators, Washington, D.C.
Spons Agency-Federal Energy Administration, Washington, D.C.
Pub Date- 78
Contract-FEA-CR-04-60711-00
Note-20p.; For related document, see SE 026 301; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Building Improvement, Building Operation, Climate Control, *Cost Effectiveness, *Demonstration Projects, Energy, *Energy Conservation, Environmental Research, Reports, *School Buildings, Simulation

This report is a summary of the first of five phases of a demonstration project of energy conservation school building modifications. The ten schools studied in this phase were selected as typical of the variations of building design, construction, and location for schools in this country. Given in this report are: (1) descriptions of the schools at each demonstration site including building characteristics and energy conservation recommendations; and (2) tables summarizing the costs and recovery rates of the recommended energy conservation options. (MR)

ED 164 340 SE 026 308

Ragan, James F., Jr.

The Effective Public Meeting in Water Quality Planning: When to Hold It, How to Design It, Prepare for It, Conduct It, Use and Report on the Information Obtained From It, Evaluate It, Budget for It. Guide 1.

Environmental Protection Agency, Washington, D.C. Office of Public Affairs.
Pub Date-May 77
Note-50p.; Contains occasional marginal legibility
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Problems, Administrator Role, *Citizen Participation, Citizen Role, Decision Making, *Meetings, Public Policy, *Water Pollution Control, *Water Resources, Workshops

This guide defines the concept and function of the public meeting as conducted by a public agency. It offers advice on selecting appropriate meeting places and when best to hold these meetings to encourage maximum citizen participation. The guide discusses the conduct of both formal and nonformal meeting formats. The communication techniques useful in preparing for and conducting the meeting are discussed with suggestions for enhancing preparation and participation by the public. Methods of gathering feedback from the meeting and reporting to the agency and to the public are presented as well as methods for evaluating the effectiveness of meetings. A chapter is devoted to considerations of budgeting for the public meeting. A checklist for preparation for a public meeting is provided. An appendix provides an annotated bibliography for further reading. (RE)

ED 164 341 SE 026 313

Dowd, Patricia

An Urban Environmental Education Curriculum Guide for a Sixth-Grade Teacher in Irvington.

Pub Date-Jun 78
Note-78p.; M.A. Dissertations, Kean College of New Jersey; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum, *Curriculum Guides, Environment, *Environmental Education, Health Education, Science Education, Urban Areas, *Urban Education, *Urban Environment, Urban Studies

The study investigates a strategy for integration of a comprehensive urban environmental education program into an existing school curriculum. It reviews data on the development of environmental education, programs now in operation, and data on the subject community of Irvington, New Jersey. A product of the investigation was the development of a curriculum guide for environmental education for use in the sixth grade classes of the Irvington schools. The curriculum guide supplies background material, lessons, and sources for further research. The study concludes that there is a need for intervening environmental education into existing curricula, a need for preparation by teachers before implementing urban environmental education, and a need for a curriculum that will help students understand their social, physical and cultural interaction with the environment. (RE)

ED 164 342 SE 026 316

Tips for Energy Savers In and Around the Home, On the Road, In the Marketplace. Don't Be Fuelish.
Federal Energy Administration, Washington, D.C.
Pub Date-75
Note-32p.; For related document, see ED 146 059
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Building Improvement, *Climate Control, *Electrical Appliances, *Energy Conservation, Fuel Consumption, Government Publications, Heating, *Home Management, *Motor Vehicles, *Pamphlets
This pamphlet presents simple suggestions for energy conservation. Sections include: (1) In and around the home; (2) Using the family car; and (3) In the marketplace. The suggestions given are mostly common sense tips like dressing appropriately for either hot or cold weather, use electrical appliances and lights sparingly and at off-peak times, set the thermostat down in the winter and up in the summer, carpool, drive slowly, and vacation closer to home. (MR)

ED 164 343 SE 026 317

Estes, R. C.
Designing for Energy Conservation.
Pub Date-Oct 78
Note-17p.; Contains occasional blurred print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Air Conditioning, *Building Design, Conservation Education, Educational Facilities, *Efficiency, *Energy, *Energy Conservation, Fuel Consumption, Heating, Lighting, *School Buildings, School Design
This document is a description of the energy efficient designs for new schools in the Alief Independent School District of Houston, Texas. Exhibit A shows how four major school projects differ from conventional designs. Parameters and designs for heating, ventilating, air conditioning, and lighting are given. Twenty year projected energy costs and computer estimates of costs for various designs are included. Wind generators for emergency and exterior lighting, and solar collectors for heating water are part of the design criteria. Methods of introducing such plans to a school board are suggested. (TM)

ED 164 344 SE 026 318

Brown, William R.

The Use of Student Attitudes as a Source of Feedback for Modifying a Preservice Elementary Science Methods Course. Paper Presented at the Annual Meeting of the Virginia Academy of Science (Petersburg, Virginia, May 12, 1977).

Spons Agency-Old Dominion Univ. Research Foundation, Norfolk, Va.
Pub Date-77
Note-12p.; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Evaluation, Educational Research, Elementary Education, Elementary School Science, *Instruction, Science Education, *Science Teachers, *Student Attitudes, *Teacher Education
Identifiers-*Research Reports

Attitudinal and time data served as useful guides in providing feedback to modify a series of open-laboratory activities. The population for this study consisted of 80 undergraduate preservice elementary teachers enrolled in a science methods course. The attitudinal instrument used was the Activity Reaction Sheet. The students characterized the activities as: interesting, informative, of a medium difficulty level, presented in a likable format, well coordinated in a sequential manner, used materials and equipment appropriate for meeting stated objectives, and did not require extensive instructor assistance. The range of time for each exercise indicated that students do spend varying amounts of time on an exercise and supported the argument for an open-laboratory self-paced procedure. (Author/BB)

ED 164 345 SE 026 331

Friend, Gil Morris, David

Kilowatt Counter: A Consumer's Guide to Energy Concepts, Quantities, and Uses.

Institute for Local Self-Reliance, Washington, D.C.
Pub Date-75
Note-36p.
Available from-Alternative Sources of Energy, Rt. 2, Box 90A, Milaca, Minnesota 56353 ($2.00)
Document Not Available from EDRS.
Descriptors-Conservation (Environment), Conservation Education, *Consumer Education, Depleted Resources, Efficiency, Electrical Appliances, *Energy, *Energy Conservation, *Environmental Education, Fuel Consumption, Instructional Materials, Mathematics Instruction, Natural Resources, Physical Sciences
Identifiers-*Alternative Energy Resources

This booklet is a basic introduction to energy and energy usage. The first chapter discusses various forms of energy and how they are measured and converted from one to another with a unit conversion chart included. Tables and figures list annual energy requirements of household electrical appliances and energy requirements for houses with various energy supplies. The automobile and the efficiency of various modes of passenger transport are discussed. Actual U.S. fuel consumption, resource depletion, and waste heat are examined for both the private and the industrial sectors. Another chapter deals with alternative sources of energy for different sections of the U.S. Math problems with calculations and answers are given throughout and an energy awareness test is found at the end. (TM)

ED 164 346 SE 026 335

Clausen, Bernard L. McCalley, David V.
Environmental Education Process for Iowa Schools.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-78
Note-86p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum, *Curriculum Guides, *Elementary Secondary Education, *Environmental Education, Instruction, Land Use, *Natural Resources, *Outdoor Education, Science Education
Identifiers-*Iowa

This publication seeks to provide Iowa teachers, school administrators, and others with a framework and perspective on developing programs in environmental education. The basic principles of environmental education are presented as a foundation for school programs. Strategies are identified to illustrate a framework within which existing school programs can be modified to incorporate environmental education. Learning activities included are provided as examples to guide teachers in developing their own activities. A segment is devoted to Iowa's environmental education legislation and its impact on curricula. Other specific topics include curriculum sequence, outdoor laboratories, using community resources, simulation gaming, case studies, and land use planning. A list of teaching resources and references is provided. (Author/RE)

ED 164 347 SE 026 336

The Aquarium: A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-Jan 79

Note-27p.; For related documents, see SE 026 337-343; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Biology, *Ecological Factors, *Elementary Education, Environment, Environmental Education, Language Arts, Marine Biology, Mathematics Education, Natural Resources, *Oceanology, Science Education, *Water Resources

This interdisciplinary unit is intended for use in second grade classes; however, it can be used K-8 with modifications. The unit seeks to demonstrate that aquatic organisms interact in complex ecosystems and that these organisms react to their environment in different ways. Specific directions are given for setting up an aquarium and populating it with fish and plants. Specific activities are then presented using the aquarium or the aquarium theme to teach concepts in various subject areas. A bibliography of reference materials for further reading is provided. (RE)

ED 164 348 SE 026 337

The Beaver: A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jan 79
Note-38p.; For related documents, see SE 026 336-343; Not available in hard copy due to copyright restrictions
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Biology, Conservation Education, *Ecology, *Elementary Education, Environmental Education, Grade 3, *Instructional Materials, Language Arts, Music, Science Education, Social Studies, *Wildlife Management
Identifiers-*Beaver

This interdisciplinary unit is intended for use with third grade classes. It examines the history and economics of man's relationships to the beaver. It investigates the natural history of the beaver, its anatomy, range, food sources, and the skills it employs to modify its environment by building dams. The structure of beaver dams is examined. Lessons are provided to incorporate concepts of various disciplines of study and can be used in various subject curricula. (RE)

ED 164 349 SE 026 338

Clams and Other Critters: A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jan 79
Note-32p.; For related documents, see SE 026 336-343; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Biology, *Ecological Factors, Ecology, *Elementary Education, Environmental Education, *Instructional Materials, Kindergarten, Language Arts, Marine Biology, *Oceanology, Science Education, *Water Resources

This interdisciplinary unit is intended for use in kindergarten classes. The unit follows the story line of the book, "Grandma's Beach Surprise," or any suitable children's story about the seashore environment. The unit deals with shelled animals found along the ocean shore. It includes the anatomy of various mollusks, their interaction with the marine and estuarine environment, and their value as a food source to man. Poems, art projects, class discussions, sorting shells, preparation of edible shellfish, and singing are among the activities included with this unit. (RE)

ED 164 350 SE 026 339

Finestkind: The American Lobster. A Learning Experience for Marine Education. Northern New England Marine Education Project.
Maine Univ., Orono. Coll. of Education.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jan 79
Note-63p.; For related documents, see SE 026 336-343; Not available in hard copy due to copyright restrictions
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Biology, *Ecological Factors, *Elementary Education, Environment, Environmental Education, *Instructional Materials, *Marine Biology, Natural Resources, *Oceanology, Science Education, Water Resources
Identifiers-*Lobster

This interdisciplinary unit is intended for use in the fourth grade. Through discussion of the American Lobster, its economics, history, literature, and biology, the unit describes the effects of the marine environment on human history and culture. Sections deal with how marine organisms have evolved. Detailed descriptions are provided of lobster fishing procedures and equipment and discussion covers the development of cultures that depend on the resources of the sea for income or food. (RE)

ED 164 351 SE 026 340

Marine Art: A Resource Unit. A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jan 79
Note-29p.; For related documents, see SE 026 336-343; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Art, *Art Activities, Art Education, Art Expression, *Art Materials, *Elementary Education, Environment, *Instructional Materials, Natural Resources, *Oceanology

This interdisciplinary unit is intended for use in grades K-1 and can be modified for use through grade 3. The unit encourages students to express themselves through art, using materials found at the beach and brought into the classroom. The activities can be used separately whenever art is called for in the curriculum or can be integrated into other classroom topics. Suggested tie-ins are given with each activity. (RE)

ED 164 352 SE 026 341

Our Heritage of Ships: A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jan 79
Note-64p.; For related documents, see SE 026 336-343; Not available in hard copy due to copyright restrictions
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Economics, *Elementary Secondary Education, Environmental Education, History, *Instructional Materials, *Ocean Engineering, *Oceanology, Science Education, Seamen, Social Sciences, *Transportation
Identifiers-*Ships

This interdisciplinary unit is designed to familiarize students with their heritage of ships and their importance today. Each lesson deals with a different ship type. Following each lecture or reading, a series of suggested multidisciplinary activities are suggested. These are intended as a basis for teacher or student modification or addition. The unit provides a brief history of shipping as it affected New England, relates folklore and traditions stemming from shipping history, discusses power sources for each vessel, and relates nautical poetry and literature to specific events in shipping history. The unit deals with modern concepts and considerations of shipping. (Author/RE)

ED 164 353 SE 026 342

Shipping, Ships and Waterways: A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jan 79
Note-92p.; For related documents, see SE 026 336-343; Not available in hard copy due to copyright restrictions; Contains occasional marginal legibility in drawings
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Elementary Secondary Education, *Instructional Materials, Language Arts, Marine Technicians, Mathematics Education, Ocean Engineering, *Oceanology, *Science Education, Social Studies, *Transportation
Identifiers-*Ships

This multidisciplinary unit is designed to increase familiarity with various types of ships and purposes for different varieties of marine vessels. It seeks to increase familiarity with routes of ocean shipping and the effect of ocean conditions such as currents upon shipping route patterns. A discussion treats the uses of various navigation guides such as channel markers and buoys. The unit uses whole class instruction as well as individual projects. Field trip ideas are included. (RE)

ED 164 354 SE 026 343

Whale Multi-Disciplinary Studies: A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jan 79
Note-63p.; For related documents, see SE 026 336-342; Not available in hard copy due to copyright restrictions; Contains occasional marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Biological Sciences, Elementary Education, *Elementary School Science, Environmental Education, History, *Instructional Materials, *Marine Biology, Natural Resources, *Oceanology, Science Education, *Water Resources
Identifiers-*Whales

This multidisciplinary unit deals with whales, whaling lore and history, and the interaction of the whale with the complex marine ecosystem. It seeks to teach adaptation of marine organisms. It portrays the concept that man is part of the marine ecosystem and man's activities can deplete and degrade marine ecosystems, endangering the survival of species and affecting marine habitats. The unit is targeted at grade level 4, 5, or 6, but may be adapted for K-12. It requires a minimum of 15 classroom hours or may be expanded to a full year's program. (RE)

ED 164 355 SE 026 361

Stalker, George H. And Others
USMES School Study: Effects of School Strategies on USMES Utilization.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SED-6901071
Note-121p.; For related documents, see SE 026 362-363; Contains occasional light type
Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 ($5.65)
EDRS Price MF-$0.83 HC-$8.01 Plus Postage.
Descriptors-Curriculum, Educational Research, *Elementary Education, Elementary School Mathematics, Elementary School Science, *Integrated Curriculum, *Mathematics Education, *Program Evaluation, Science Course Improvement Project, *Science Education

This study is one of three designed to evaluate the effectiveness of the Unified Science and Mathematics for Elementary Schools (USMES) program. The school study is essentially a discussion of the link between program dissemination and student experience, a discussion of the form taken by USMES in schools and classrooms. Part one is a statistical study designed to answer such questions as: How much time does USMES take? How much instruction in basic skills is afforded? Under what conditions is instruction in basic skills maximized? What is the actual relationship between group work, hands-on activities, and problem-solving processes, and success of sessions? Part two is nonstatistical. It consists of a general examination of USMES at five schools. The general state of USMES is examined from both a pedagogical and a political point of view. (Author/BB)

ED 164 356 SE 026 362

Arbetter, Carolyn Clinton And Others
USMES Student Study: Effects of USMES on Student Problem-Solving Abilities and Attitudes.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant NSF-SED-6901071
Note-99p.; For related documents, see SE 026 361-363; Contains occasional light and small type
Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 ($5.65)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Curriculum, Educational Research, *Elementary Education, Elementary School Mathematics, Elementary School Science, *Integrated Curriculum, *Mathematics Education, *Program Evaluation, Science Course Improvement Project, *Science Education

This study is one of three designed to evaluate the effectiveness of the Unified Science and Mathematics for Elementary Schools (USMES) program. The student study examined the program's impact on students' development of problem-solving abilities and on their attitudes. Conditions affecting the program's impact were identified, including the amount and type of USMES experience students received, their schools, grade levels, and scholastic achievement levels. Instruments were developed and administered to a small number of carefully studied schools. The USMES program did not appear to have a statistically significant effect on the problem-solving ability of the students. However, the students did seem to enjoy doing USMES work. (BB)

ED 164 357 SE 026 363

Arbetter, Carolyn Clinton And Others
USMES Team Study: Using Resource Teams to Disseminate and Implement USMES.
Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-NSF-SED-6901071
Note-247p.; For related documents, see SE 026 361-362; Contains occasional small and light type
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($5.65)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Curriculum, Educational Research, *Elementary Education, Elementary School Mathematics, Elementary School Science, *Integrated Curriculum, *Mathematics Education, *Program Evaluation, Science Course Improvement Project, *Science Education

This study is one of three designed to evaluate the effectiveness of the Unified Science and Mathematics for Elementary Schools (USMES) program. The team study examined the resource team program and the factors that influenced how effective selected teams were in disseminating and implementing USMES in their areas. This report begins with a discussion of the goals of the study, a description of the resource team program itself, and a summary of the methods used to gather information about the teams. Part two consists of case studies of the fifteen teams, with emphasis on the factors influencing their growth and survival. Part three discusses the major issues that emerge across teams. Part four looks at how USMES is implemented by team-trained teachers. (Author/BB)

ED 164 358 SE 026 368

Science Framework for California Public Schools, Kindergarten and Grades One Through Twelve.

California State Dept. of Education, Sacramento. Office of Curriculum Services.

Pub Date-78

Note-117p.; Not available in hard copy due to copyright restrictions; Photographs may not reproduce well; For related document, see ED 052 972

Available from-California State Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814 (no price quoted)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Curriculum, *Educational Objectives, *Elementary School Science, Elementary Secondary Education, Instruction, Science Education, *Secondary School Science, *State Curriculum Guides, Systems Approach

Identifiers-California

In this framework, emphasis is placed on ways school personnel can change science instruction and motivate student interest more effectively. The document is organized into four chapters and six appendices. Chapter one discusses the acquisition and organization of knowledge in respect to developing broad generalizations and concepts. It defines what science is and how it can be applied to the learner, curriculum, and society. Chapter two provides information from research and suggests strategies for changing the science curriculum and designing new programs. Chapter three suggests four broad goals of science education for kindergarten through grade twelve. These goals fall into four areas: (1) attitude; (2) thinking processes; (3) skills; and (4) knowledge. Terminal objectives, examples of learner behavior, and the appropriate grade levels where the behavior is likely to be observed are categorized. Chapter four describes the components of a good learning environment and suggests instructional strategies that can be used to achieve these goals. (Author/BB)

ED 164 359 SE 026 545

Ackerman, Allan D. And Others

In the Bank...Or Up the Chimney? A Dollars and Cents Guide to Energy-Saving Home Improvements. 2nd Edition.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Report No.-HUD-PDR-891(4)
Pub Date-Aug 77
Contract-H-2681
Note-77p.; Not available in hard copy due to numerous colored print, shaded charts and graphs; For related document, see ED 146 042
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 023-000-00411-9; No price quoted)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Air Conditioning, *Building Improvement, Climate Control, *Cost Effectiveness, Energy, *Energy Conservation, Fuels, *Guides, Heating, *Home Management, Ventilation
Identifiers-*Weatherization

This publication is a homeowner's guide to energy conserving home improvements. This second edition is the same as the earlier version except that the energy conservation cost and saving estimates are based on more current fuel prices. The reader is led through steps to assess the energy conservation needs of a home and then through how to effect the improvements. The major emphasis in this guide is on insulation and other weatherization measures that are simple and effective. (MR)

ED 164 360 SE 026 556

Abraham, Michael R., Ed. Fox, Fred W., Ed.

1979 AETS Yearbook - Science Education/Society: A Guide to Interaction and Influence.

Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-346p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($7.50 nonmembers, $4.25 members)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Attitudes, Career Education, *Curriculum, Drug Education, Elementary Secondary Education, Environmental Education, Instruction, Science Course Improvement Project, *Science Education, Scientific Enterprise, *Teacher Education, *Technology, *Values
Identifiers-Astrology, Creationism

The sixth yearbook of the Association for the Education of Teachers in Science (AETS) is focused on some of the issues and problems that face science teachers. The publication is divided into three parts with part I containing discussions of topics of concern to society which are either science-based or a function of science teaching. Part II deals with societal institutions or social movements which influence science education. Part III contains papers concerned with the nature of the science education/society interaction. Such themes as values, interdisciplinary concerns, and relevancy run through all three parts of the yearbook. (PEB)

SO

ED 164 361 SO 010 898

Mrubel, Paul R. Ratliff, Roosevelt
Social Studies Dissertations 1973-1976.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-213p.; For related documents, see ED 054 999 and ED 098 085
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($8.00)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Abstracts, Bibliographies, Classroom Research, Comparative Education, Curriculum, *Doctoral Theses, *Educational Research, Elementary Secondary Education, Higher Education, Instruction, Reference Materials, Research Reviews (Publications), Social Sciences, *Social Studies, Teacher Education, Teachers
Identifiers-Information Analysis Products
This document identifies doctoral dissertations on the topic of social studies which were written from 1973 through 1976. The dissertations were selected from Dissertation Abstracts International (DAI). Only those dissertations which focused on the social studies as a primary concern were included. An introduction discusses trends noted in the analysis of the dissertations. The bulk of the document presents abstracts of 322 dissertations, grouped into four categories. These are: (1) curriculum, which includes subcategories of objectives, anthropology, civics, economics, environmental education, ethnic studies, future studies, geography, history, international education, law instruction, slow learners, and theory; (2) instruction, which includes subcategories of audiovisual, cognitive processes, critical thinking, inquiry, evaluation, grouping, individualized learning, political socialization, skills, textbooks, time and space concepts, and values; (3) teachers and teacher education; and (4) social studies outside the United States. In addition to the abstract, each entry includes author's name, degree awarded, institution, year of dissertation completion, dissertation title, descriptors indicating the main ideas in the study, and DAI order number. The document concludes with subject, author, and degree-granting institution indexes. (AV)

ED 164 362 SO 011 059

Tangri; Sandra S. Strasburg, Georgia L.
Can Research on Women Be More Effective in Shaping Policy?
Pub Date-27 Aug 77
Note-49p.; Paper presented at Annual Meeting of the American Psychological Association (San Francisco, California, August 27, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Civil Rights Legislation, Decision Making, Disadvantaged Groups, Discriminatory Legislation, Economic Disadvantagement, *Females, Futures (of Society), Higher Education, Legislation, Legislators, Literature Reviews, *Policy Formation, Political Influences, Psychology, Quality of Life, *Relationship, *Research Needs, Social Change, Social Influences, Socially Disadvantaged, *Social Planning, *Social Science Research
In order to formulate social policy which is responsive to needs of women and other minority groups, decision makers must be better informed about alternative options, incentives, and unintended as well as intended consequences of various policies. Social scientists can contribute to decision makers' understandings of social factors in numerous ways. They can call attention to policy-relevant questions, provide impact analyses, and conduct evaluation research. Institutional mechanisms for producing the most useful research about women and minorities must be devised through cooperative efforts of government agencies, research organizations, and interest groups. Also, graduate programs in psychology and related social sciences should train students to conceptualize, understand, and investigate public policy issues. Problem areas in which research on women could have a significant impact include community response to physical, aesthetic, and service needs; welfare policies; occupational choice and affirmative action; and situational determinants of sex-typed traits. (DB)

ED 164 363 SO 011 110

Shaver, James P. And Others

An Interpretive Report on the Status of Pre-College Social Studies Education Based on Three NSF-Funded Studies.

National Council for the Social Studies, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 78
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Attitudes, Case Studies, Classroom Research, Curriculum Development, Curriculum Research, Educational Improvement, Educational Practice, *Educational Trends, Elementary Secondary Education, Instructional Materials, Research Needs, *Social Science Research, *Social Studies, *State of the Art Reviews, Surveys, Teacher Attitudes, Use Studies

This paper presents the findings of three studies to define the status and needs of social studies education. The three studies used various techniques to compile data. A national survey of teachers and administrators was conducted to find out the course offerings, time spent in teaching various subjects, materials and textbooks used, and impact of federally-sponsored in-service education on science, math, and social studies education. A review of the research literature from 1955-1975 provided a summary of the effectiveness of institutional practices, perception of needs, and teacher training requirements. The third study used a case study approach and compiled research data using ethnographic strategies to describe classroom practices. Findings showed that only ten to twenty percent of social studies teachers use New Social Studies materials, and the textbook is the dominant tool of instruction. Teachers believe that inquiry teaching is too demanding of students and an unproductive use of instructional time. The state of research in social studies education is in disarray with little practical relevance to the everyday concerns of the classroom. Ethnography is a promising methodology for rich data about teaching. The authors suggest that since teachers were found to be the key in student learning, they should be more involved in curriculum development and in research. (Author/MR)

ED 164 364 SO 011 120

Slawski, Carl

Developing the Learning Relationship: In Theory and Practice.

Pub Date- 77
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, Diagrams, Educational Background, Educational Environment, *Educational Needs, Educational Objectives, Educational Psychology, Elementary Secondary Education, Higher Education, Interpersonal Relationship, *Learning Motivation, Learning Plateaus, Learning Readiness, *Learning Theories, Literature Reviews, *Models, Student Motivation, *Student Teacher Relationship, *Systems Approach, Teaching Techniques, Theories

Teachers and students will better understand the experience of learning if they become familiar with a general systems model of the relationship between a teacher and a learner (student). Concepts relevant to this model include learner background, readiness, initiative, and achievement; teacher knowledge, relationship to colleagues, cultural background, facilitative means, and adaptability to the learner; and interactions among these factors. Three hypotheses based upon these concepts which can be used to test various aspects of the learning experience are that (1) the organizational setting limits and structures the experience of each student, (2) the student's initiative is the primary determinant of the extent and quality of interaction between himself and the teacher, and (3) learning relationship styles will influence the goals achieved by the student. Knowledge of a general systems model can motivate both teacher and student by helping them understand the limitations of formal and non-formal learning environments and by promoting empathy for each other. Specifically, the systems learning theory can help students improve study habits, set realistic educational objectives, and seek more individual consultation with the teacher. Also, the theory can stimulate teachers to lobby for better organizational resources, improve relations with colleagues, and familiarize themselves with new teaching techniques. (DB)

ED 164 365 SO 011 134

Newcombe, Alan G., Ed. Newcombe, Hanna, Ed.
Empirical Studies of Behavioural Patterns at the United Nations. Peace Research Reviews, Vol. VII, No. 4, May 1978 Pub Date-78
Note-270p.; Parts marginally legible due to print quality; Best copy available
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*Behavior Patterns, Changing Attitudes, Conflict Resolution, Correlation, Factor Analysis, Foreign Policy, Government (Administrative Body), *International Organizations, *International Relations, International Studies, Nationalism, *Political Attitudes, Prediction, Questionnaires, *Social Science Research, Voting, World Affairs
Identifiers-*United Nations
These volumes present the findings of four studies of behavioral patterns of delegates at the United Nations (UN). UN voting records, delegate questionnaires, and national, political, social, and geographic variables were analyzed. The first study, "Exploring Delegate Attitudes at the United Nations," reports delegates' reactions to issues such as taxation powers for the UN and the desirability of having an international military force for the UN. Generally positive attitudes were found. However, delegates from authoritarian and developed countries tended to be more negative. The second study, "Delegate Orientations toward the United Nations: A Ten-Year Perspective," looked for attitude shifts among delegates from 1961 to 1970. It was found that underdeveloped nations and those with close U.S. relations have become more positive toward the UN, while developed nations, large nations, and those without close U.S. relations have become more negative. The third study, "Quantifying and Predicting Delegate Behavior at the United Nations," explored the predictive power of national attributes such as type of government on delegate behavior. Some were found to have predictive relevance. The final study, "Analyzing USA-USSR Support Patterns in the General Assembly," analyzed voting records for predictive patterns. Among the findings it was noted that underdeveloped nations opposed U.S. resolutions in the 23rd and 24th UN sessions, but they supported the United States in the 26th session. (BC)

ED 164 366 SO 011 137

Endo, Russell
Persistence of Ethnicity: The Japanese of Colorado.
Pub Date-78
Note-27p.; Paper presented at Symposium on Ethnicity on the Great Plains (Lincoln, Nebraska, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Acculturation, Asian Americans, Cultural Background, Culture Contact, Ethnic Groups, *Ethnicity, Immigrants, *Japanese, *Japanese Americans, Local History, *Social History, State History
Identifiers-*Colorado
This paper presents an overview of the history of Japanese in Colorado. Japanese immigrants first came to Colorado between 1900 and 1910 as railroad laborers. Some became coal miners in southern Colorado; most others became farm laborers. Although the Japanese population during this period was small, communities developed in several locales. The largest was in Denver, and included some small businesses, ethnic churches, and a Japanese newspaper. During the period 1910-1940, the Japanese population in Colorado stabilized at about 2,000. Because they were prohibited from becoming naturalized citizens, the Japanese became self-sufficient within their own business and community organizations. However, they encouraged their children to become educated and to participate in non-Japanese institutions. The Buddhist church and several Japanese newspapers continued to be active in Denver. The period 1940-1970 began with an influx of more Japanese from the West Coast due to white hostility there caused by the outbreak of the war. Despite resistance of white Coloradans to Japanese resettlement in the state, the Denver community grew and many Japanese obtained more professional jobs. Toward the end of the period a third generation of Japanese Americans appeared in the population, and most of the ethnic associations in Denver served the second-generation Japanese instead of their immigrant parents. By the 1970s many Japanese had entered the middle class and were fairly well assimilated into the mainstream culture. Denver no longer has major residential concentrations of Japanese. (AV)

ED 164 367 SO 011 144

Remy, Richard C.

Consumer and Citizenship Education Today: A Comparative Analysis of Key Assumptions.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date-Mar 78
Note-107p.; Not available in hard copy from EDRS due to poor reproducibility of original document
Available from-Office of Consumers' Education, 400 Maryland Avenue, S.W., Revire Building, Washington, D.C. 20202 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Citizen Participation, *Citizenship, *Comparative Analysis, *Consumer Education, Decision Making Skills, *Educational Needs, Educational Objectives, Educational Practice, Educational Responsibility, Educational Trends, Elementary Secondary Education, Global Approach, Government Role, Interdisciplinary Approach, *Relationship, Social Change, *Social Studies, State of the Art Reviews

The report focuses on two aspects of social education in public schools citizenship and consumer education. The major objectives of the report were to investigate assumptions of educators and policy makers regarding social education and to recommend ways of improving social education programs. The document is presented in three major sections. Section I provides an overview of citizenship and consumer education programs, identifies problems and tasks common to both types of programs, and investigates the relationship between citizen and consumer roles. Section II outlines assumptions by educators and policy makers regarding education and schooling. Major assumptions are that social roles such as consumer and citizen may be treated separately in social education and that formal education is an effective mechanism to promote individual social competence. Topics discussed include deficiencies in citizen and consumer behavior, the effectiveness of schooling in transmitting knowledge about consumerism and citizenship, and educational change. Section III presents conclusions and recommendations. The major conclusion is that integration of citizenship and consumer education will help reverse the current trend toward excessive specialization in social education. It is recommended that the federal government fund research to develop a common framework for social education, to clarify the role of schools in social education, and to further explicate the relationship between consumer and citizenship education. (DB)

ED 164 368 SO 011 211

Sanders, M. J.

Human Values and Educational Goals.

Pub Date-Oct 78
Note-11p.; Paper presented at First Meeting of the Education Section of the World Future Society (Houston, Texas, October 20-22, 1978); Not available in hard copy from EDRS due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Change Agents, Civil Rights, *Critical Thinking, *Decision Making Skills, Educational Alternatives, Educational Needs, *Educational Objectives, Educational Problems, *Futures (of Society), Individual Needs, Interpersonal Relationship, Local Issues, Moral Issues, *Personal Values, Political Attitudes, Political Issues, Social Attitudes, Social Change, Social Problems, *Social Values

Four issues concerning human values in America will affect the formation of future educational goals. These issues have impact on the development of a values system and on the analytical thought process. First is the need to choose between an emphasis on liberty and an emphasis on equality. Present confusion in American society is illustrated by the point that those persons who are against allowing individuals to decide on abortions are the same ones who insist on individual rights in regard to housing and the hiring of personnel. Second, decision making needs to include those affected by the results of the decision. Presently, decision making at a national level involves local issues, such as the presence of nuclear energy plants in certain states. Third, we must be aware that some of the decisions we make will affect our children. For example, the highway system of the 1950s immediately alleviated unemployment, subsidized trucking, and increased mobility. However it fostered the deterioration of the railroads and the building of a dential pattern that has made us car-dependent. Fourth, we need to ize the limitations of our present legal system and to find other of resolving and defining conflicts. Therefore, schooli uld be organized to give students those skills which would make them able to make consistent decisions. The teaching of analytical thought processes should begin by making the student aware of personal values that are compatible with societal living. We should give students many options for fulfillment by allowing for various bases of self-respect in more noncompetitive circumstances. (KC)

ED 164 369 SO 011 269

Minnesota Conference on Ethnic America. The Commitment to Pluralism: Fact or Fantasy. Proceedings.

Spons Agency-Jewish Community Relations Council, Anti-Defamation League, Minneapolis, Minn.; Minnesota Humanities Commission, St. Paul.
Pub Date-12 Apr 78
Note-165p.; Not available in hardcopy from EDRS due to various changes in ink density throughout document ; Also sponsored by the Minnesota Project on Ethnic America, St. Paul
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Change Strategies, Changing Attitudes, Childrens Literature, Conference Reports, *Cultural Awareness, *Cultural Pluralism, *Educational Change, Elementary Secondary Education, Ethnic Studies, Group Unity, Institutional Role, Policy Formation, *School Role, Special Education

These conference papers favor the pluralistic approach to cultural education. The approach emphasizes development of a sense of one's own and others' cultural heritage while uniting society by reducing cultural antagonism. The document presents five major speeches followed by respondents' comments in order to include a wide range of viewpoints on the subject. Americans: Hyphenated or Not'' contends that the school system is vital to the development of a sense of cultural pluralism and that a cross-cultural, multi-ethnic approach is best. The author encourages statewide implementation of ethnic studies through advisory committees, policy statements, teacher training, and multicultural education centers. Ethnicity and Educational Policy Making'' discusses the ethnic challenge to educational systems, the salient ethnic concerns that affect policy making, the characteristics and goals of ethnically reformed systems, and the status of the Minnesota State Board of Education's commitment to pluralism. The Schools and Group Identity'' provides an overview of the shortcomings of the melting pot theory and contends that examination of ethnic group consciousness can help humanize the curriculum and close the gap of intergroup misunderstanding. The respondent considers problems relevant to special education. Public Policy: Ethnicity and Institutional Change'' examines the relationship of these three concepts in the context of the quota system. Images of Pluralism in Children's Literature'' describes fiction about the Upper Midwest in which American Indians and Scandinavians figure most prominently. In a concluding speech, the New York City Board of Education President describes facets of ethnic education in New York City schools. (KC)

ED 164 370 SO 011 298

McDonald, Gerald W.

A Structural Theory of Social Exchange: Implications for Family Theory and Research.

Pub Date-4 Sep 78
Note-29p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 4, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Theories, Change Agents, Cultural Factors, *Interpersonal Relationship, Literature Reviews, *Marriage, Power Structure, Rewards, Social Change, *Social Exchange Theory, *Social Relations, *Social Science Research, Theories

This paper explores the potential contributions of social exchange theory in investigations of marriage and family relationships. The basic premise of social exchange is that individuals in social interaction attempt to maximize rewards and minimize costs to obtain the most profitable outcomes. Research has shown that five factors must be considered in studying social exchange within marriages: the variety of types of exchange relationships into which spouses enter, the nature of the exchange relationship between spouses (competitive or cooperative), the culturally-internalized expectations of husband and wife roles, the cognitive orientation of the individuals in the relationship (self-oriented or relationship-oriented), and the permanence of the marriage. Four types of exchange relationships can be identified: mutually benevolent, mutually considerate, mutually exploitative, and mutually hostile. The mutually benevolent relationship most closely fits the traditional marital arrangement in American society. In this type of relationship the generosity of one spouse is reciprocated by the other spouse. However, due to the steadily increasing proportion of wives participating in the labor force, the power structure in marriages is becoming more balanced and many marriages are starting to represent the mutually considerate relationship. The author concludes that comprehensive theories of social exchange should look beyond traditional behaviors in order to accurately reflect changing social interactions. (Author/AV)

ED 164 371 SO 011 299

Moore, Jerry R.

The NCSS Curriculum Guidelines and Large-Scale Assessment in Social Studies.

Pub Date-Nov 78

Note-23p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978); Tables 3-5 may not reproduce clearly due to small and broken print type of original document

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Curriculum Evaluation, Curriculum Research, Educational Assessment, *Educational Objectives, Elementary Secondary Education, Guidelines, Knowledge Level, *Program Content, Research Methodology, Skill Development, *Skills, *Social Studies, Tables (Data), *Test Construction, Test Items, Tests

The paper reports on a study of social studies tests and their relationship to National Council for the Social Studies (NCSS) curriculum guidelines. The study had two objectives: (1) derive learning objectives based upon the NCSS Curriculum Guidelines (1971) and the NCSS Curriculum Guidelines for Multiethnic Education (1976), and (2) acquire a representative sample of social studies tests and analyze them for congruency with learning outcomes derived from the Guidelines. Analysis of the Guidelines revealed eight important factors in social studies education: school milieu, instructional resources, instructional development, student participation, student self-worth, evaluation, content, and skills. Only content and skills were rated as appropriate for assessment. The sample of tests to be analyzed included 17 commercial tests and 10 state tests. Results showed that test publishers broadly sample the traditional content disciplines of social studies, but they inadequately sample pervasive issues and ethnic content; and test publishers sample social studies skills more broadly than would be expected from the Guidelines. In addition, criterion-referenced tests and competency tests in the states are composed of low-level knowledge items and threaten to eliminate concerns for skill development. (Author/AV)

ED 164 372 SO 011 308

Questions Social Studies Students Ask. Report and Guide.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-36p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978); Not available in hard copy from EDRS due to poor reproducibility of original document ; A research project of the North Montgomery Community School Corporation, Linden, Ind.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cognitive Processes, Elementary Secondary Education, *Inquiry Training, Learning Activities, Learning Motivation, Learning Processes, *Productive Thinking, *Questioning Techniques, *Skill Development, Social Science Research, *Social Studies, Teaching Guides, Teaching Methods

This document contains a research report and a teacher's guide about the importance of questioning in children's education. The research was based on the belief that effective information processing begins with the learner's desire to ask questions. The report identifies four basic types of questions: (1) evaluative, which involves making judgments, (2) divergent, which involves prediction or hypothesis, (3) convergent, which involves explanation or comparison, and (4) cognitive-memory, which involves recall. Interviews with students in grades five through 12 revealed that students want to ask higher-level questions, but they don't. This is partly due to inhibition and inability to verbalize the questions. Part two of this document, the teacher's guide, suggests techniques to help teachers frame instruction to encourage students' higher-level questions in divergent and evaluative modes of thought. Beginning with the establishment of a confidential classroom atmosphere, three general types of activities are identified. The activities emphasize student awareness, instructional level, and skill practice. The bulk of the guide contains samples of teachers' directions and student materials which promote higher-level questioning within all three types of activity. Grade levels are five, eight, and 11. (MR)

ED 164 373 SO 011 327

Akinola, Joshua A.

Nigeria: Teaching Resource Units for Use in American Elementary and Secondary Schools.

Spons Agency-Michigan State Univ., East Lansing. African Studies Center.
Pub Date-Jul 78
Note-192p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*African Culture, African History, Area Studies, Comparative Education, Cultural Activities, Cultural Awareness, Cultural Background, Curriculum Development, Economic Factors, Educational Objectives, Elementary Secondary Education, Government Role, Instructional Materials, Learning Activities, Political Issues, Resource Units, Social Studies, *Social Studies Units, Sociocultural Patterns, Teaching Methods
Identifiers-*Nigeria

Twenty social studies units present an in-depth investigation of Nigerian geography, culture, history, and government. The guide is intended for use by elementary and secondary classroom teachers as they develop and implement educational programs on Nigeria. Providing general background information, the first two units focus on African geography and stereotypes about African ethnic groups, climatic regions, population distribution, and natural resources. Other units concentrate on Nigerian culture, daily life, political linkages with the United States, food, costumes, currency, and court system. For each unit, information is presented on the scope of the topic, objectives, teaching materials, teacher preparation, and activities. Students are involved in filling in blanks, class discussions, map and globe work, group projects, recall exercises, reading assignments, writing exercises, library research, defining vocabulary, and analyzing slides and filmstrips dealing with Nigerian customs. The document can also be used as a model for developing teaching resource units on other nations. (DB)

ED 164 374 SO 011 332

Reed, Rodney L.

Questioning and Its Implications for Educational Research.

Pub Date- 77
Note-19p.; Not available from EDRS in hardcopy due to poor reproducibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cognitive Processes, *Educational Research, *Effective Teaching, Elementary Secondary Education, Evaluation Criteria, Inquiry Training, Literature Reviews, *Questioning Techniques, Research Methodology, *Research Needs, *Research Problems, Social Studies, Student Behavior, Student Motivation, Student Teacher Relationship, Teacher Education

Since the questioning process is critical in stimulating student learning, an urgent need for more extensive, controlled research on this topic exists. Previous studies indicate that a high percentage of questions asked by teachers call only for factual answers and that oral activity in the classroom is largely teacher-dominated. Further, no studies have attempted to ascertain the extent to which teachers transfer and use their own questioning skills in the classroom. Several factors contribute to the discrepancy between what teachers have been taught regarding questioning and what they actually practice in the classroom. These factors are: (1) numerous and inconsistent question classification systems confuse teachers, (2) research methodologies of even the most significant studies are questionable, and (3) the limited perception of the questioning process does not concern itself with student-posed questions. Current research studies examine the effectiveness of teachers trained in questioning techniques as opposed to untrained teachers, the relationship between the cognitive level of a teacher's question and the cognitive level of the student's response, the relationship between high- and low-level questions and different types of stimuli, and the relationship between questioning and problem solving in preschool children. Future research should be oriented toward fitting different types of questions to established strategies, determining the connection between different types of instructional media and levels of questioning, and identifying the effects of different types of questioning strategies in teacher-training situations. (KC)

ED 164 375 SO 011 334

Wood, Hugh B.
The Development of Education in Nepal. Studies in Comparative Education. Bulletin 1965, No. 5.
Office of Education (DHEW), Washington, D.C.
Pub Date-65
Note-84p.; Some tables and charts may not reproduce clearly in hard copy due to small type size of original document
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adult Education, *Asian Studies, *Comparative Education, Curriculum Development, *Developing Nations, Educational Administration, Educational Change, *Educational Development, Educational Finance, Educational History, *Educational Practice, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Non Western Civilization, Postsecondary Education, Program Descriptions, Teacher Education, Vocational Education
Identifiers-*Nepal
The historical, administrative, and structural status of education in Nepal is examined in this report. The introduction describes the country's geographic, historic, demographic, and economic background. Section II traces the development of education from religious training in the pre-Christian era through the post-1950 period of rapid educational expansion. Section III outlines the administrative organization at national and local levels. Section IV lists types of financial support and sources of revenue for schools. Sections V and VI describe the educational levels. Primary education is offered in six types of schools: (1) the Buddhist schools, designed primarily for training religious leaders; (2) the formal English schools, which are oriented to the study of Great Britain and India; (3) the Sanskrit schools, whose major emphasis is language; (4) the basic schools, which provide self-sufficiency through craftwork; (5) the vernacular schools; (6) and the national schools, which are similar to the basic schools. At the secondary level are multipurpose schools which emphasize general, cultural, and vocational education. Secondary education is also available in the English, basic, and Sanskrit schools. The status and quality of higher education and teacher training are discussed in sections VII and VIII. Specialized and vocational education described in section IX, covers areas of health, agriculture, home economics, forestry, industry, and engineering. Finally, adult education stresses literacy and includes vocational, civic, and fine and cultural arts education. A bibliography, a list of institutions of higher education, a chart of enrollment in educational programs, and a proposed educational pyramid conclude the document. (KC)

ED 164 376 SO 011 345

NATO Handbook.
North Atlantic Treaty Organization, Brussels (Belgium). Information Service.
Pub Date-Mar 78
Note-75p.; Not available in hard copy from EDRS due to small type size of original document
Available from-Distribution Unit, Information Service, NATO, 1110 Brussels, Belgium (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Diplomatic History, Group Structure, International Law, *International Organizations, International Relations, Military Organizations, National Defense, *Peace, *Power Structure, Regional Cooperation, *Treaties, World History
Identifiers-*North Atlantic Treaty Organization

This booklet outlines the aims and activities of the North Atlantic Treaty Organization (NATO) and describes the structure of the organization. It is presented in five sections. Section one presents the text of the treaty, which was ratified in 1949. Section two briefly analyzes the most significant articles in the treaty. In general, the treaty affirms the importance of economic and social progress of member countries while at the same time promoting a policy of security based on the inherent right of collective self-defense. Section three discusses issues which the alliance treats including defense policy, detente, east-west contacts, environment, and mutual and balanced force reductions. Section four presents a chronology of the alliance's development from April 1949 through December 1977. Section five reviews NATO's structure. It describes specific roles of the North Atlantic Council, defense planning committees, Secretary General and international staff, Military Committee, international military staff, and the three NATO commands. Appendices provide information on NATO agencies, principal officials of the NATO international staff, national voluntary organizations belonging to the Atlantic Treaty Association, council reports, and various communiques. (AV)

ED 164 377 SO 011 355

Register, Cheri And Others
The Women's Studies Senior Seminar 1976-77.
Minnesota Univ., Minneapolis. Women's Studies Program.
Spons Agency-Minnesota Univ., Minneapolis. Council on Liberal Education Small Grants Program.
Pub Date-78
Note-169p.; Not available in hard copy from EDRS due to various changes in ink density and small type print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Anthropology, Behavioral Sciences, *Course Content, Course Descriptions, *Course Evaluation, *Course Objectives, Grants, Higher Education, *Interdisciplinary Approach, Literature, Psychology, Social Sciences, Student Evaluation of Teacher Performance, Student Interests, Student Projects, Tables (Data), *Team Teaching, Womens Education, *Womens Studies
This paper describes and evaluates two courses comprising a senior seminar designed as the culmination of a women's studies curriculum. Interdisciplinary in nature and team-taught, the seminar included studies from the fields of literature, psychology, and anthropology. The theme of the Winter 1977 course was "Women, Culture, and Power." Lectures included an analysis of the process by which theories are constructed in science and the social sciences, Jungian psychology, and biases and problems in the behavioral and social sciences. Readings were critical and theoretical in nature (i.e., Rosaldo and Lamphere, "Women, Culture and Society"). During the second course, students executed individual projects and met weekly to discuss Simone deBeauvoir's "The Second Sex." The final three weeks were devoted to oral presentations. The summary of student evaluations includes background information on students and describes the aspects of courses and instruction on which the students commented. The summary and evaluation reveal that during the first course students were confused, critical, and even hostile toward the readings, instructors, and lectures. However, the evaluation of the second course by students was much better because of its direct application to student goals. Recommendations, based on identified problems and evaluations, for designing and conducting similar seminars are given. The appendices, which form the bulk of the document, include a copy of the grant proposal for developing the course, syllabi and handouts, abstracts of student projects, student profiles, and evaluations. (KC)

ED 164 378 SO 011 357

Moyer, William Thorne, Erika

Food/Hunger Macro-Analysis Seminar. A Do-It-Yourself Manual for College Courses and Action Groups.

Institute for World Order, New York, N.Y.
Pub Date-77
Note-100p.; For related documents, see SO 011 358-359; Page 90 has been removed due to internal copyright
Available from-Transnational Academic Program, Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($2.50 paper copy)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, Agriculture, *Change Strategies, Changing Attitudes, Class Activities, Cocurricular Activities, Course Descriptions, Curriculum Guides, Developing Nations, Ethical Values, Futures (of Society), *Global Approach, Higher Education, *Hunger, *Interdisciplinary Approach, International Law, International Relations, Nutrition, Policy Formation, Political Attitudes, Political Influences, Seminars, Student Projects, Teaching Procedures, *World Problems

This guide describes a fifteen-week macro-analysis seminar about food production, distribution, and consumption on international, national, and local levels. The macro-analysis approach emphasizes the interrelatedness of all parts of the food/hunger issue; therefore the seminar also addresses escalating military expenditures, widening poverty, and decreasing resources. It recognizes the need for change, both nationally and internationally. The course is divided into four parts. Part I comprises two preliminary sessions for introductions and for setting the time, place, and format for the meetings. Four of the six sessions in part II analyze local and national food/hunger problems; the last two sessions explore strategies for change and visions of a future without hunger. Six sessions in part III focus on global issues. Readings, reports, and role-play exercises stress analysis of world problems, alternative futures, and action strategies. In part IV, post-seminar plans and an in-depth evaluation of the seminar are conducted. The reading list includes books such as "Diet for a Small Planet" (Lappe, 1975), "Eat Your Heart Out" (Hightower, 1976), and "Food for People, Not for Profit" (Lerza and Jacobson, Eds., 1976). Appendices describe the principles underlying macro-analysis, course organization, ordering and organization of materials, and field visits and action projects. (KC)

ED 164 379 SO 011 358

Bobo, Kimberley A.
World Food/Hunger Studies.
Institute for World Order, New York, N.Y.
Pub Date-77
Note-228p.; For related documents, see SO 011 357-359
Available from-Transnational Academic Program, Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($5.00 paper copy)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agriculture, *Change Strategies, Changing Attitudes, Class Activities, Cocurricular Activities, Course Descriptions, Curriculum Guides, Developing Nations, Ethical Values, Futures (of Society), *Global Approach, Higher Education, *Hunger, *Interdisciplinary Approach, International Law, International Relations, International Studies, Nutrition Instruction, Policy Formation, Political Attitudes, Political Influences, *Program Development, Resource Guides, Student Projects, Teaching Procedures, *World Problems

This curriculum guide is designed to encourage responsible university course development as well as extracurricular activities centered around the world food/hunger problem. Multidisciplinary and global values clarification approaches are basic to the curriculum. Part I of the guide discusses the role of universities in combatting world hunger and describes a successful experimental seminar at Yale University. Part II provides outlines of 23 existing college courses which fall into the following categories: ethical strategies, international agricultural development, nutrition, overviews, policy formation, and political economy. These courses are currently given at schools including the University of Minnesota, Massachusetts Institute of Technology, and Cornell University. For each course information is given on content, objectives, schedule, lecture topics, and readings. Parts III and IV of the guide provide a bibliography of books, periodicals, resource packets, multimedia materials, and government and private agencies with interests in the world food problem. (KC)

ED 164 380 SO 011 359

Weston, Burnes H., Ed. And Others
Peace and World Order Studies. A Curriculum Guide.
Institute for World Order, New York, N.Y.
Pub Date-Mar 78
Note-474p.; For related documents, see SO 011 357-358.; Parts may be marginally legible due to print quality; Best copy available
Available from-Transnational Academic Program, Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($5.00 paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agriculture, Bibliographies, Change Strategies, Changing Attitudes, Civil Liberties, Class Activities, Community Education, Course Descriptions, Curriculum Guides, Developing Nations, Ecology, Economics, Ethical Values, Futures (of Society), *Global Approach, Higher Education, Hunger, *Interdisciplinary Approach, International Law, International Relations, International Studies, Nutrition Instruction, *Peace, Policy Formation, Political Attitudes, Political Influences, Program Descriptions, Quality of Life, Resource Guides, Secondary Education, Seminars, Student Projects, *World Problems
This curriculum guide is designed as a tool for both university and secondary school use with the purpose of contributing to the further evolution of peace and world order studies. Part I presents three essays on peace and world order education. Part II comprises the majority of the document. It provides detailed outlines of some 50 college courses and seminars which fall into three categories: (1) courses and studies which present a broad overview of the field; (2) topical themes of peace, social/political justice, economic well being, and ecological balance; and (3) analytical themes which address values clarification/inquiry, futurism, and social/system change. Part III describes 30 selected learning packages in peace and world order studies developed by the Institute for World Order and by various world order centers and programs at universities and private organizations throughout the United States. Parts IV and V offer bibliographies of approximately 1,000 books, periodicals, films, filmstrips, simulation games, and other multimedia resources. Part VI identifies programs in peace and world order teaching and research in North America and elsewhere. Part VII provides addresses of peace-related institutes and organizations throughout the world. (KC)

ED 164 381 SO 011 364

Humane Life-Coping Skills: Search for Meaning. The Humanities Series.
New York State Education Dept., Albany. Div. of Research.
Pub Date-78
Note-77p.; Chart on page 37 may not reproduce clearly due to small print size of original document
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Affective Objectives, Behavioral Objectives, Cognitive Objectives, Community Resources, *Curriculum Development, Educational Needs, *Educational Objectives, Educational Responsibility, *Educational Strategies, Elementary Secondary Education, Futures (of Society), Guidelines, *Humanistic Education, Human Living, Individualized Instruction, Inquiry Training, Inservice Education, Interdisciplinary Approach, Learning Activities, Problem Solving, Relevance (Education), *Skill Development, Skills, Social Change, *Values

The document was designed by school districts in New York State as an aid to educators as they develop humanistic in-service staff programs, curricula, and learning experiences for students in grades K-12. Major objectives are to help students reason, modify their conduct to meet new situations, develop self-awareness, integrate learning from various disciplines, and develop values which enable them to choose among alternatives. The document is presented in four major sections. Section I identifies the need for humane life-coping skills, presents a framework for understanding those skills, discusses the purposes and processes of humanistic education, and characterizes the qualities students will develop as they participate in a humanistic education program. Section II recommends strategies which reinforce humanistic education objectives. These include the process approach, individualized instruction, and utilization of community cultural resources. Learning activities are described which involve students in discussion groups, educational games, writing assignments, role playing, debating, and evaluating data. Section III presents examples of five human life-coping skills clusters. These are critical thinking and reasoning, control of time and purpose, relationships between individuals, participation in society, and adjustment to change. Section IV discusses the responsibility of schools to help students live humanely and effectively in a changing world. (DB)

ED 164 382 SO 011 369

Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies for Teaching Economics. Primary Level (Grades 1-3).
Joint Council on Economic Education, New York, N.Y.
Pub Date-77
Note-167p.; For related documents, see ED 148 648 and SO 011 370
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($5.00 paper cover, $4.00 10 or more copies)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Class Activities, *Concept Teaching, Consumer Economics, Curriculum Guides, *Decision Making Skills, *Economic Education, Economics, Elementary Education, Instructional Materials, Primary Grades

This guide contains concept-based activities in economics for use with students in grades one through three. One component of a two-part publication, the guide demonstrates how the conceptual structure of the economics discipline presented in the first publication (ED 148 648) can be used to help students at the primary grade level make more effective economic decisions. By using these activities, teachers will be able to strengthen the elementary social studies textbook's treatment of economic content and introduce children to a number of relevant and important ideas which these texts omit. The economic content is expressed in the form of six economic generalizations, each of which focuses on two or three economic concepts and on important relationships among these concepts. The concepts include scarcity, choice making, opportunity cost, specialization, and division of labor. The activities are many and varied and involve students in playing games, listing examples, learning to discriminate between sensible and crazy sentences, setting up stores in the classroom, classifying pictures of goods and services, and analyzing and discussing pictures. For each activity the following information is provided: overview, rationale, objectives, description of materials needed, and specific teaching methods. To help the teacher who lacks formal preparation in economics, separate overviews are provided for each of the six economic generalizations. (Author/RM)

ED 164 383 SO 011 371

Mikel, Edward

Aesthetic Education Group: Second Year Report. November 1976.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-266p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For related documents, see SO 011 372-373
Available from-Jennie Scaggs, Publications Department, Central Midwestern Regional Educational Laboratory, 3120 59th Street, St. Louis, Missouri 63139 ($10.50, prepayment required)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Aesthetic Education, Case Studies, Curriculum Development, Data Analysis, *Educational Assessment, Educational Innovation, Educational Objectives, Elementary Secondary Education, Higher Education, *Learning Laboratories, *Program Descriptions, Questionnaires, Social Studies, Statistical Analysis, Summative Evaluation, Teacher Attitudes, Teacher Education

The report evaluates activities of 11 aesthetic education learning centers (AELCs) to promote teacher education and curriculum development in aesthetic education for elementary schools. The AELC's are defined as learning laboratories which work with school districts to bring students and teachers together with resources and people in the arts and/or aesthetic domains. The document is presented in 15 chapters. Chapter I introduces the report. Chapter II summarizes AELC activities. Chapters III through X describe major elements of AELC centers in Illinois, Tennessee, California, Pennsylvania, Colorado, and New York. Chapter XI presents summary information about AELC centers begun after 1975 in New York City, St. Louis, and Washington, D.C. Chapter XII reviews approaches to teacher education including in-service workshops, materials development, and college courses. Chapter XIII summarizes data from teacher and principal questionnaires. Chapter XIV presents background information on the Aesthetic Education Project which sponsors AELCs. Chapter XV consists of appendices including a directory of AELC's, activity records, evaluation forms, and schedules of activities in various learning centers. (DB)

ED 164 384 SO 011 372

Broudy, Harry S. Mikel, Edward
Survey of Aesthetic Attitudes of Key School Personnel.
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-94p.; Not available in hardcopy from EDRS due to various changes in type size of original document; For related documents, see SO 011 371-373 ; Supported by the Research Program for the Study of the Arts and Aesthetic Education, Washington, D.C.
Available from-Jennie Scaggs, Publications Department, Central Midwestern Regional Educational Laboratory, 3120 59th Street, St. Louis, Missouri 63139 ($3.70, prepayment required)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Attitudes, *Aesthetic Education, Affective Objectives, *Art Appreciation, Art Education, Changing Attitudes, Curriculum Evaluation, Data Analysis, *Educational Needs, Educational Objectives, Elementary Secondary Education, Knowledge Level, Questionnaires, Social Change, Social Influences, *Surveys, Tables (Data), *Teacher Attitudes, Teacher Education, Values

The booklet discusses a survey of aesthetic consciousness among classroom teachers and educational administrators. Specific objectives of the survey were to (1) evaluate the aesthetic activities, training, teaching, participation, and preferences of school personnel, and (2) assess readiness and competence of public school personnel to expand the role of aesthetic education in the schools. The procedure involved administration of a ten-page questionnaire to 895 elementary and secondary school teachers, arts specialists, and administrators associated with aesthetic education learning centers. Questions focused on general educational background of respondents, formal and informal experience with various art media, attitudes and responsibilities in teaching the arts, participation in arts activities, and general preferences and values including aesthetics. Results were statistically analyzed and interpreted on the basis of aggregate results. Findings showed that training in the arts for most respondents was not received in formal courses; opportunities were perceived as good for participation in one's favorite art activity; all groups favored expanding arts education in the schools; and all groups frequently mentioned need in areas of materials, facilities, course offerings, and more time in the daily schedule for the arts. (DB)

ED 164 385 SO 011 373

Kunkel, J. Riley

Aesthetic Education Program: Initial Survey of Selected Implementation Sites. 1971-1972.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 72
Note-97p.; Not available in hard copy from EDRS due to various changes in type size of original document; For related documents, see SO 011 371-372
Available from-Jennie Scaggs, Publications Department, Central Midwestern Regional Educational Laboratory, 3120 59th Street, St. Louis, Missouri 63139 ($2.75, prepayment required)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Aesthetic Education, Affective Objectives, Art Education, Cognitive Objectives, Data Analysis, *Educational Assessment, Educational Objectives, Elementary Secondary Education, *Pilot Projects, Questionnaires, Student Attitudes, Student Characteristics, Summative Evaluation, *Surveys, Tables (Data), Teacher Attitudes, Teacher Characteristics

The document presents a report from a survey to evaluate aesthetic consciousness among participants in an aesthetic education pilot project (AEP). The AEP consisted of curriculum packages entitled "Meter," "Sound and Movement," "Word Pictures," "Characterization," and "Dramatic Plot." Extended pilot trials of the aesthetic education packages were conducted during the 1971-72 school year in 18 states, Puerto Rico, and Canada. Although all students and teachers who participated in the project were sent questionnaires, the response was only 10% of the total (88 teachers and 24 student groups). Questions dealt with package content; attitudes, interests, and aesthetic background of participants; time spent on the pilot project; ease of working with the material; and increased knowledge and/or understanding of aesthetic subjects as a result of participating in the program. Survey results were analyzed by determining percentages of teachers and students who responded in various ways to the questions. Findings indicated that teachers showed approval of package materials and instrumentation as a whole. Students indicated that they had enjoyed working on all packages except "Meter," would welcome similar packages, and had learned at least a fair amount. Additional research is suggested using a larger data base. The appendix presents copies of the teacher and student questionnaires, tabular representation of responses, and directions for administration of the questionnaires. (DB)

ED 164 386 SO 011 374

Education in Asia and Oceania: Reviews, Reports and Notes. Numbers 13-14, September 1978.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-78

Note-95p.; Portions of this document may not reproduce clearly due to various changes in ink density and print size

Available from-UNIPUB, 345 Park Avenue South, New York, New York 10010 ($8.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Asian Studies, Burmese Culture, Chinese Culture, *Comparative Education, Developing Nations, Early Childhood Education, Educational Administration, Educational Change, Educational Innovation, *Educational Trends, Elementary Secondary Education, Employment Patterns, Family Life Education, Foreign Culture, Health Education, Instructional Materials, Korean Culture, Literacy Education, *Literature Reviews, Nonformal Education, Non Western Civilization, Periodicals, Postsecondary Education, Rural Education, Rural to Urban Migration, Social Background, Teacher Education, Vocational Education, Womens Education, Youth Programs

Identifiers-Australia, New Zealand

This periodical contains special reports, reviews, and notes of recent documents on education in Asia and Oceania. The first special report, Education in the People's Republic of China,'' describes that country's task of educating millions of laborers to have a socialist consciousness, to master modern production skills, and to become specialists in various fields. Guidelines and goals for the ten-year program designed to resolve the present discordance between education and the needs of the socialist revolution are outlined. The second, brief report features innovations in higher education in Japan. Eleven reviews of recent studies comprise the bulk of the document. These reviews include descriptions of educational attainment in Asian primary schools; educational innovation for rural development in the Philippines; education, employment, and migration in Papua, New Guinea; and youth development in the Republic of Korea. Non-Formal Education for Women in India'' describes work which has been done in the integrated approach to the fields of functional literacy, maternal and child health, and nutrition and family planning. Non-Formal Education in Indonesia'' discusses vocational skills training, family life education, basic education, and the village credit bank. The Notes'' section describes numerous major publications of the Educational Documentation and Information Services of the Unesco Regional Office. These documents include reports on Bangkok, Singapore, Bangladesh, Australia, New Zealand, Sri Lanka, and Thailand. Sources of documents with addresses are included. (KC)

ED 164 387 SO 011 375

Labor Studies Programs: Objectives, Proposals, Policies, Outlines & Guidelines.

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich.

Pub Date- 77

Note-128p.; For related documents, see SO 011 088 and SO 011 089; Charts on pages 101-112 may not reproduce clearly due to light print and page 14 has been removed due to copyright laws

Available from-Education Department, International Union, UAW, 8000 East Jefferson Avenue, Detroit, Michigan 48214 (free)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Adult Education, Arbitration, *Associate Degrees, Bachelors Degrees, Collective Bargaining, Communication Skills, Community Colleges, *Course Content, Course Descriptions, *Course Objectives, Curriculum Guides, Educational Opportunities, Educational Policy, Higher Education, Humanities, Internship Programs, Junior Colleges, *Labor Economics, *Labor Education, Labor Problems, Labor Unions, Leadership Responsibility, Postsecondary Education, Program Descriptions, Program Guides

This document outlines a labor studies program which may lead to several levels of achievement: a certificate in labor studies, an associate degree, an associate of arts degree, or a transfer of credits leading to a baccalaureate degree. The program is intended for labor union members or for anyone else interested in labor studies. Objectives of the proposed program are: (1) to provide a broad understanding and perspective of economic, social, and political problems, (2) to provide educational opportunities for individual growth and advancement, and (3) to equip members of labor organizations with skills needed to exercise their union and civic responsibilities. The curriculum combines the fields of social science, humanities, and communications. The bulk of the document contains descriptions and syllabi for 12 courses, each of which is outlined for an eighteen-week duration. The courses include Introduction to Organized Labor in America, Collective Bargaining (three separate courses), Union Leadership Skills, Structure and Administration of Unions, and a Laboratory-Intern Labor Project. A bibliography listing textbooks, supplementary reading, and films is included for each course. Post-secondary institutions in the United States and Canada offering labor education/labor studies programs based on this model are listed. (KC)

ED 164 388 SO 011 376

Consumer in the Marketplace. An Interdisciplinary Approach to Consumer Education. Developed for Grades 5-8.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-244p.; Not available in hardcopy from EDRS due to colored pages in original document; For a related document, see SO 011 377
Available from-Project ICE, Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15212 (free, limited supply)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Activities, Behavioral Objectives, Bibliographies, Concept Teaching, *Consumer Education, Consumer Protection, *Curriculum Development, Elementary Secondary Education, English, Home Economics, *Integrated Activities, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Language Arts, Mathematics, Merchandise Information, Performance Based Education, Purchasing, Resource Materials, Sciences, Skill Development, Social Studies, Teaching Guides
Identifiers-Integrated Consumer Education Project

This manual identifies activities and resources for infusing consumer education into English, social studies, science, mathematics, and home economics courses in grades five through eight. The activities are intended to help students recognize their rights and responsibilities as consumers in our society and make intelligent decisions in light of their personal and economic value systems. The suggested activities are based on four concepts: (1) basic economics of the marketplace, (2) legal rights, redress, and consumer law, (3) major purchases of products and services, and (4) special problems such as advertising and product safety. The manual begins by listing consumer education competencies within each of these concept areas. The bulk of the manual is divided into five sections according to subject area. Within each section competencies, classroom activities, resources, and performance indicators are listed for the various concepts. The activities are many and varied. Students view filmstrips, read and discuss books, write plays, role play scenes involving different buyer-seller situations, demonstrate the use of table saws and other tools, use charts and graphs to show monthly expenditures, and design and conduct a survey about shoplifting. The manual concludes with bibliographies of print and non-print student materials and free materials for educators. (RM)

ED 164 389 SO 011 377

The Everyday Consumer. An Interdisciplinary Approach to Consumer Education. Developed for Grades 9-12.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-367p.; Not available in hardcopy from EDRS due to colored pages in original document; For a related document, see SO 011 376
Available from-Project ICE, Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15212 (free, limited supply)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Activities, Behavioral Objectives, Bibliographies, Business Education, Concept Teaching, *Consumer Education, Consumer Protection, *Curriculum Development, English, Home Economics, *Integrated Activities, *Interdisciplinary Approach, Mathematics, Merchandise Information, Performance Based Education, Purchasing, Resource Materials, Sciences, Secondary Education, Skill Development, Social Studies, Teaching Guides
Identifiers-Integrated Consumer Education Project

This manual contains activities and resources for infusing consumer education into English, business, mathematics, social studies, science, and home economics courses in grades nine through 12. The activities are intended to help students become more knowledgeable and efficient in managing their personal and collective economic affairs. The activities are based on four concepts: (1) basic economics of the marketplace, (2) legal rights, redress, and consumer laws, (3) major purchases of products and services, and (4) special problems such as advertising and product safety. The manual begins by listing consumer education competencies within each of these concept areas. The bulk of the manual is divided into six sections according to subject matter content. Within each section competencies, activities, resources, and performance indicators are listed for the various concepts. The activities are many and varied. Students read and discuss books, conduct panel discussions on shoplifting, view filmstrips, conduct research, give class reports, interpret data from graphs and apply findings to a practical solution for a problem, prepare maps, and set up resource files of information on

savings, insurance, investments, and financial planning. The manual concludes with bibliographies of print and non-print student materials and free materials for educators. (RM)

ED 164 390 SO 011 378

Crittenden, Brian
Bearings in Moral Education: A Critical Review of Recent Work. Australian Education Review, No. 12.
Australian Council for Educational Research, Hawthorn.
Pub Date-78
Note-96p.
Available from-Distribution Services Division, The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria 3122 ($4.00 paper copy)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Changing Attitudes, Citizenship, *Comparative Education, Curriculum Development, Educational History, Educational Needs, *Educational Philosophy, *Educational Practice, Educational Responsibility, Elementary Secondary Education, Humanities Instruction, Interdisciplinary Approach, Literature Reviews, *Moral Development, *Moral Issues, Religious Factors, School Role, State of the Art Reviews, *Theories, Trend Analysis, Values
Identifiers-Australia, United States

The document examines underlying issues related to moral philosophy and points out recent trends in moral education. The main purpose of the document is to provide background information for classroom educators in Australia as they develop moral education programs. The booklet is presented in eight chapters. Chapter I introduces the controversy over public school involvement in moral education and provides an overview of moral education since World War II. Chapter II reviews recent trends in moral philosophy, focusing on works by Iris Murdoch and G. J. Warnock. Chapter III examines interdisciplinary aspects of moral education. Chapter IV discusses Lawrence Kohlberg's research on developmental stages of moral judgment. Chapter V combines ideas of Emil Durkheim, Robert Dreeben, and William Kay to provide a sociological perspective on theories of moral education. Chapter VI reviews R. S. Peter's philosophical studies of the relationship between moral education and the ideal of rational man. Chapter VII discusses curriculum planning in moral education and summarizes an Australian moral education curriculum. The final chapter offers conclusions: facts and values must be related in moral inquiry; education should promote moral values associated with honesty, integrity, humility, objectivity, and impartiality; and moral education programs must take into account a complex variety of non-school influences such as parents, peers, and the media. (DB)

ED 164 391 SO 011 379

Census Geography. Data Access Descriptions. Revised October 1978.
Bureau of the Census (DOC), Suitland, Md.
Report No.-DOC-DAD-33
Pub Date-Oct 78
Note-38p.; Not available in hard copy from EDRS due to small type size of parts of the original document
Available from-Subscriber Services Section (Publications), Bureau of the Census, Washington, D.C. 20233 ($0.70, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Census Figures, Data Analysis, *Data Collection, Demography, Federal Programs, Geographic Concepts, *Geographic Distribution, Geographic Regions, *Geography, Government Role, *Information Sources, Maps, *Population Distribution, Regional Characteristics, Rural Urban Differences, Statistical Analysis, Statistics, Tables (Data), Urban Areas

The document explains geographic concepts, products, and programs developed by the Census Bureau to assist users in analyzing census data for geographic areas. Emphasis is on small-area data such as census tracts, city blocks, minor civil divisions, incorporated places, congressional districts, and wards. Also presented are data for larger units including the United States, states and outlying areas, counties, and county equivalents. Types of data reviewed include outline maps, data display maps, geographic code schemes, reference files, and geography reference reports. Information is also presented on types of canvassing used in the 1970 census and on a technique called Dual Independent Map Encoding (DIME) developed after the 1970 census to transcribe geographic information so that it can be read and manipulated by computer. Maps, illustrations, and figures are presented for geographic areas of various sizes, census tract outlines, geographic identification code schemes, city reference files, and contents of a DIME-file record. The document concludes with an appendix presenting descriptions of areas associated with the 1970 census of population and housing and with the 1972 economic census. Also included is a directory of maps and files available from the Census Bureau. (DB)

ED 164 392 SO 011 380

Saks, Michael J.
High-Impact Applied Social Psychology.
Pub Date-78
Note-10p.; Paper presented at Annual Meeting of the American Psychological Association (Toronto, Ontario, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Science Research, *Evaluation Criteria, Evaluation Methods, Evaluation Needs, Evaluative Thinking, Literature Reviews, Policy Formation, Predictor Variables, Problem Solving, Program Evaluation, *Research Needs, *Research Problems, Scientific Concepts, Scientific Research, Social Problems, *Social Psychology, *State of the Art Reviews, Theories

Research in social psychology will be more useful to society if researchers incorporate evaluation research into their inquiries. Evaluation research is interpreted to include overall assessment of a program or project as well as methodological procedures used to assess implementation and outcome of social and cultural action programs. Specifically, evaluation research will help social psychologists determine what problems are worth studying, which variables within a problem account for the greatest variance, and what level of intervention will be most effective. Also, evaluation research will benefit social psychologists by providing feedback regarding whether a theory successfully prescribes changes in a desired direction. The conclusion is that feedback gained from evaluation research can help social psychologists decide which areas of applied social research will have the most impact on social problems and social programs. (DB)

ED 164 393 SO 011 381

Turner, Thomas N.

Pragmatics: The Social Functions of Language Implications for the Social Studies.

Pub Date-Nov 78
Note-20p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), Discourse Analysis, Educational Needs, Educational Objectives, Educational Practice, Educational Strategies, Elementary Secondary Education, *Language Patterns, *Language Role, Learning Activities, *Linguistics, Literature Reviews, Philosophy, *Pragmatics, *Relationship, *Social Studies, Sociolinguistics, Student Participation, Teaching Methods, Thought Processes

Social studies instruction will improve if educators understand and integrate information gained from pragmatics into social studies curriculum and methods. Pragmatics is an area of linguistic study based on the philosophy of pragmatism which emphasizes social consequences of events and actions. Pragmatics deals particularly with the relationships between words or expressions and the way in which people use them. Review of social studies content and methods reveals a strong reliance on the medium of language. For example, the anthropology curriculum stresses cultural concepts which are closely related to language concepts. Also, career education involves study of the functional uses of language in job interviews and in employee relationships. Social studies classroom teachers will increase student involvement in active learning if they encourage discourse conversation in the classroom. Other activities which encourage understanding of meaning through language include role playing, categorizing and describing imaginary situations, interviewing community members to find about family and local history, and class discussion. (MR)

ED 164 394 SO 011 382

Burke, Jack D. And Others
Teaching History via Learning Contracts.
State Univ. of New York, Buffalo.
Pub Date- 77
Note-14p.
EDRS Price MF-S0.83 HC-S1.67 Plus Postage.
Descriptors-Educational Objectives, Educational Strategies, Higher Education, *History Instruction, Individualized Instruction, Instructional Design, Learning Motivation, Performance Contracts, *Relevance (Education), *Student Centered Curriculum, *Student Interests, *Student Teacher Relationship, Teaching Methods
Identifiers-*Learning Contracts
Contract learning is particularly suitable for teaching both the content and methodology of history in a college level, learner-centered, individualized format. Typically, a learning contract has three components. The first deals with the student's goals and objectives. The second component involves identification of the learning resources and activities to be used. The third and most important component is specification of the products, processes, and outcomes for evaluation and the criteria to be used in assessing them. Among advantages of the learning contract system are that (1) students are able to devise personally relevant learning experiences, (2) planning and self-reflection involved in contract formation fosters greater student self-awareness, (3) independent study prepares students for lifelong learning, and (4) undergraduates have an opportunity to work individually with faculty members. Disadvantages include the extra time required of faculty and the heavy demand placed on learning resources. Specific uses of learning contracts in history can be found in independent study and directed readings courses, honors courses and seminars, traditional courses which need more structure, and nontraditional and adult student classes. A sample contract which illustrates a combination of interests in history and business administration is provided. (Author/AV)

ED 164 395 SO 011 383

Briggs, Nancy Gallagher

Consumer Education Needs of Young Adults: A Survey of the Popular Literature 1950-1976 and Two Selected Journals 1967-1976.

Pennsylvania State Univ., University Park. Cooperative Extension Service.
Pub Date-May 78
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adolescents, *Consumer Education, Consumer Protection, *Educational Needs, Educational Practice, Extension Education, Literature Reviews, Periodicals, Postsecondary Education, *Program Content, Relevance (Education), Secondary Education, Surveys, *Trend Analysis

This report surveys popular literature on the consumer education needs of young adults. Twenty-one articles (1950-1976) in popular periodicals were examined in order to determine the emphases of educational competencies and the readership of each publication. A change in content was noted from producer-oriented to consumer-oriented awareness, particularly from 1960-1970, a decade of intense concern for consumer welfare. Readership was found to be directed toward teachers and parents, with teachers being the target group almost twice as much. Competencies which the articles emphasized included money management, responsible buying, awareness of frauds, values, product safety, and nutrition. Despite the emphasis on consumer needs in the literature, consumer education programs in the public school curriculum remain an issue. Although programs are in operation, needs still exist in this area. Programs must be revised to meet the expanding scope of consumer awareness. Also, more literature needs to be directed specifically toward young adults. (KC)

ED 164 396 SO 011 384

Barnet, Judith M.

Bright Glow or Dark Shadows in Education's Crystal Ball? Prospects for a Humanistic Curriculum.

Pub Date-Oct 78
Note-15p.; Paper presented at the Annual Meeting of the World Future Society (Clear Lake City, Texas, October 20-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Development, *Educational Needs, *Educational Philosophy, Educational Problems, Educational Trends, Elementary Secondary Education, *Humanistic Education, Interdisciplinary Approach, *Self Concept, Social Change, Technology

This paper advocates development of humanistic education which will emphasize concern for student self-concept and empathy for others through a multidisciplinary approach. A survey conducted by the Educational Development Center in 1976 showed that only three out of 143 educational materials reviewed dealt with systems behavior, stressed the individual's role in problem solving, supplied positive models for solutions, or gave positive views of other cultures. This apparent lack of humanistic curriculum materials occurs in a society which is committed to technological manipulation of people and their skills. This has produced a high degree of absenteeism in the schools by students critical of the educational structure, shrinking public confidence in education, and a short-term utilitarian view of education. Fortunately, this dismal picture is changing. American society is developing a newly cultivated respect for the artisan and a movement towards self-sufficiency which questions the technological direction of society. The resultant concern for strong self-concept is being reflected in new curriculums and in the participation of non-traditional educators in the schools. The current need in education is a synthesis of technology with humanistic awareness. (MR)

ED 164 397 SO 011 385

Bruening, William H.
Can Values Be Taught?
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational History, *Educational Philosophy, *Educational Problems, Elementary Secondary Education, *Modeling (Psychological), *Moral Development, Observational Learning, Program Content, School Role, Student Development, *Teacher Role, *Values

The paper is a philosophical examination of values education. It is presented in three major sections. First, there is a discussion of the role that value education has played in the American educational system. A historical review of four documents published by national educational groups and the government indicates that moral education has been advocated throughout the 20th century and that the American educational community has fairly specific ideas about which values are important. Section two of the paper explores which values ought to be taught in moral education programs. The author observes that values can be taught in contexts other than the schools and that it is virtually impossible to have total consensus among educators, parents, and community members on which values are to be taught. However, for the sake of argument, he accepts the basic values identified in one of the documents summarized in section one. The third section asks what teaching model would be consistent with the values accepted in part two. Analysis of literature by psychologists and philosophers reveals that individual responsibility (and values) cannot be taught it must be acquired indirectly and through the learner's own experience. Thus, the author concludes that no specific program or teaching model can be specified for values education. Students will best learn values by observing the behavior of ethical people in general. (AV)

ED 164 398 SO 011 386

A New Wind Blowing: Arts in Education in Oklahoma Schools.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-78
Note-58p.; Not available in hard copy from EDRS due to colored ink in original document
Available from-Mrs. Peggy Long, Oklahoma State Department of Education, The Arts in Education Program, Oliver Hodge Memorial Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Responsibility, Aesthetic Education, Affective Objectives, *Art, *Art Education, Change Strategies, Changing Attitudes, Community Resources, *Core Curriculum, Creative Expression, Educational Change, *Educational Innovation, Educational Trends, Elementary Secondary Education, Evaluation Methods, Fine Arts, Handicapped Students, *Integrated Curriculum, *Interdisciplinary Approach, Program Descriptions, Program Planning, Self Concept, Special Education, Student Projects, Talented Students, Teacher Responsibility

Based on the realization that the arts humanize the teaching process, motivate learning in all areas of the curriculum, and answer the need for creative expression, the Oklahoma plan was instituted in 1976 to provide a comprehensive arts program for the public schools. Its approaches include in-depth instruction by arts specialists, integration of art into all areas of the basic curriculum, and special arts education for handicapped and gifted students. Section one of this report, "The Arts Are Us," presents reports from demonstration schools. These reports provide an overview of projects in the schools, from painting wall murals to a description of a typical day of an arts coordinator. Section two, "What Makes It Work," offers suggestions for program planning, staff development, and teacher education. Options for structuring the arts within the context of general education, suggestions for pooling resources, and methods of evaluating an arts program are given. Section three, "Meeting Special Needs," describes a summer arts institute for the talented and a state plan for the handicapped. Section four, "The Arts in Education A National Movement," provides strategies for educational change and suggestions for staff involvement in order to help schools become more responsive to their own needs and to available resources. Methods of planning, implementation, and evaluation as well as responsibilities of administrators and staff are outlined in the appendix. (KC)

ED 164 399 SO 011 387

Campbell, Randolph B.
Recent Research and the Teaching of Southern History.
Pub Date-Oct 78
Note-14p.; Paper presented at Annual Meeting of the Conference on the Teaching of History (Denton, Texas, October 27-28, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Archives, Colonial History (United States), Data Collection, Higher Education, *History Instruction, *Information Sources, *Local History, *Primary Sources, Records (Forms), *Slavery, Social History, United States History
Identifiers-Texas
Information from local records can be used in a variety of ways to strengthen and add interesting detail to undergraduate history courses on slavery in the United States. Specifically, the author describes the use of county records to teach about slavery in Texas before the Civil War. Four sources of records can be consulted: (1) United States Census records, which provide information on family characteristics of slaves and owners and on the size and productivity of farms, (2) state tax rolls, which reveal individuals' landholding and slaveholding status, (3) probate records, which include wills, inventories and appraisals of estates, and records of estate administration, and (4) slave narratives, which furnish transcripts from interviews with ex-slaves conducted during the 1930s. All these records are available from national and state archives or from local county clerks' offices. Information from the records can be used in a variety of ways. Their data show that the proportion of slaveholders and slaves in Texas was comparable to the proportion for the South as a whole, give interesting information about the price of slaves compared to the price of land, illustrate reactions of slaves and owners to the institution of slavery, and show how slave families were kept together or separated throughout generations. (AV)

ED 164 400 SO 011 390

Singer, Betty J., Ed.
Options. The Jewish Resources Newsletter. October, 1978. Vol. 5, No. 1.
Pub Date-Oct 78
Note-10p.
Available from-Options Publishing Company, Box 311, Wayne, New Jersey 07470 ($12.00 per year, monthly)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Beliefs, Cultural Activities, *Cultural Awareness, Elementary Secondary Education, Ethnic Groups, Higher Education, Information Networks, Information Utilization, *Jews, Minority Groups, Newsletters, Political Issues, *Political Socialization, *Religious Cultural Groups, *Religious Education, Religious Factors, Resource Materials, Values
This document contains two issues of a monthly newsletter which examines cultural, political, educational, and religious activities of American Jews. The objective of the newsletters is to provide a network of national information to Jews and other interested persons about resources, individuals, associations, activities, events, and concerns relevant to American Jewish life. Topics discussed in the October 1978 issue include announcement of a book listing American companies who do business with Arab nations, a field trip to Hebrew Union College in Cincinnati, problems of Russian immigrants, academic programs for American Jewish students in Israel, B'nai Brith philanthropic activities, the relationship between science and Judaism, and human relations materials produced by the Anti-Defamation League of B'nai Brith for schools, churches, and community organizations. The November 1978 issue discusses holocaust resource materials, Jewish art, publication activities of the Jewish Women's Resource Center in New York, book announcements, and descriptions of films for religious education. Each issue concludes with a directory of organizations involved in American Jewish religious activities and/or education. (DB)

ED 164 401 SO 011 392

Campbell, Sally R., Comp.
Our Economic System: Essays and Teacher's Guides. Sears Educator Resource Series.
DeWitt Wallace/Reader's Digest Fund, Pleasantville, N.Y. Business Roundtable.; Sears, Roebuck and Co., Chicago, Ill.
Pub Date-77
Note-63p.
Available from-Sears, Roebuck and Company, Sears Tower, BSC 40-08, Chicago, Illinois 60684 (single copies, free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Class Activities, *Consumer Economics, Consumer Education, *Curriculum Development, *Economic Education, *Educational Objectives, *Learning Activities, Money Management, Reading Materials, Secondary Education, Teaching Guides

This series of 12 short essays with teacher's guides is designed to provide secondary students with practical skills and knowledge of our economic system. Objectives are for students to: (1) identify basic concepts which underlie our economic system, (2) understand how systems operate, (3) analyze strengths and weaknesses of the economic system, (4) synthesize knowledge into personal financial planning, and (5) judge the authenticity of economic data. For each of the 12 essays, the teacher's guide lists the primary objective, key concept, terms to know, generalizations, and relevant learning experiences. A Dollar and Sense Quiz'' tests knowledge about everyday economic matters that affect everyone. Learning experiences include collecting newspaper articles on the economy and inviting the personnel manager of a large department store to speak. Whatever Happened to the Nickel Candy Bar'' establishes the relationship between prices, productivity, and the economic well-being of a society. Learning experiences involve making price comparison charts and researching federal laws related to productivity. The Magic of New Products'' explores the role of new product research and development in a growing economy. The learning experience involves classifying new products as beneficial to the individual or society, as vital or faddish, or as advantageous to world trade. Other essays explore the free enterprise system, inflation, the job market, and foreign trade. References and a glossary of economic terms are included. (KC)

ED 164 402 SO 011 393

Howerton, James M.

An Issue Analysis of Citizen Concerns in Greensboro, North Carolina: Policy Implications for Local Government.

Pub Date-Nov 77
Note-131p.; Table 1 on page 7 may not reproduce clearly due to small print type of original document; Master's Thesis, University of North Carolina
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Case Studies, *City Government, Community Agencies (Public), Democratic Values, Governmental Structure, Government Role, *Grievance Procedures, Information Networks, Information Seeking, Local Issues, Local Legislation, *Ombudsmen, *Policy Formation, *Public Opinion, Public Policy, Tables (Data)
Identifiers-North Carolina (Greensboro)

Urban managers and legislators are faced with the task of ensuring that policy decisions really represent citizens' needs. One method of communicating with the public by government was the creation of the Community Representatives Office (CRO) by the city of Greensboro, North Carolina, in 1973. This position is similar to the office of the ombudsman found in Scandinavia and other European countries. In this paper, the author evaluates the complaint system used by the CRO in Greensboro in terms of its responsiveness to citizens' needs. Chapter I presents a history of the ombudsman concept and traces the history of the concept in Greensboro. Chapter II examines the ways in which complaint findings from the CRO can make Greensboro city government more responsive to citizens' concerns. Chapter III treats priorities and policy decisions as influenced by the complaint system. Conclusions presented in chapter IV indicate that: (1) the role of the ombudsman on a local level can influence the decision-making process, (2) physical location of the ombudsman or complaint agency is important, (3) length of time a city has had a particular form of local government appears immaterial to the implementation of a complaint agency, and (4) image of government agencies is affected by having a built-in mechanism whereby the rate of satisfaction for complaints is measured. (Author/AV)

ED 164 403 SO 011 394

Hornstein, Harvey A.

...And Now A Story about Today's News.''

Pub Date-Aug 78
Grant-BNS-76-07697
Note-11p.; Paper presented at Annual Meeting of American Psychological Association (Toronto, Ontario, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, Altruism, Mass Media, Negative Attitudes, *News Media, News Reporting, Psychology, *Public Opinion, *Relationship, Research Methodology, *Social Attitudes, *Social Science Research, Violence

The news media plays an important role in shaping opinions about the character of American society. Through the news, people learn about the prevalence of human benevolence or malevolence. The author conducted several tests to evaluate the effects of news on individuals of various ages and backgrounds. Experimental groups were told that they would be taking a test about decision making. As they waited for the test to begin, radios in the waiting rooms broadcasted news reports of either a positive or negative nature. One group heard a report about a violent murder by a clergyman; another heard a report about a clergyman's donation of a kidney to a dying man. After the reports had been broadcasted the radios were turned off and the experimental groups were told that their test would begin. They answered questions about the moral and ethical dispositions of people in general. Results indicated that the groups who had heard the negative broadcasts responded more negatively to questions about society. The author comments that the nature of the news media to report exciting, novel, and violent stories promotes a public over-reaction of alienation. The author suggests that psychologists work together with the news media to present reports in such a way that they will be exciting, understandable, and give a more balanced view of human social behavior. (Author/AV)

ED 164 404 SO 011 395

Campbell, Sally R.
An Educator's Guide to the Three Es: Energy, Ecology, Economics.
Sears, Roebuck and Co., Chicago, Ill.
Pub Date-78
Note-19p.
Available from-Terry J. Finlayson, Sears, Roebuck and Co., D/703 Sears Tower, Chicago, Illinois 60684 ($0.50 paper copy)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Concept Teaching, *Curriculum Development, Depleted Resources, *Ecology, Economic Climate, *Economics, Educational Objectives, Elementary Secondary Education, *Energy, Interdisciplinary Approach, Learning Activities, Natural Resources, Policy Formation, *Relationship, Relevance (Education), Resources, *Social Studies, Student Participation, Teaching Guides, Water Resources
The booklet presents concepts, generalizations, background information, and learning activities for use in elementary and secondary school programs on energy, ecology, and economic issues. Major objectives of the resource guide are to help students understand problems related to the energy situation and to promote constructive changes in attitude and behavior in dealing with the energy challenge. Learning activities involve students in discussing key concepts such as fuel supplies and energy policies, defining terms, taking multiple-choice tests, writing research papers, identifying conservation measures, devising steps to implement energy conservation, participating in group projects, drawing cartoons, posters, and energy timelines, debating energy policies, and setting up water and energy saving guidelines. Grade level is identified for each learning activity. A directory of private organizations and government agencies involved in economics and/or ecology and energy concludes the booklet. (DB)

ED 164 405 SO 011 398

Shaver, James P.

Are Educational Research Findings Useful for Curricular/Instructional Decisions? A Skeptical View.

Pub Date-24 Nov 78

Note-25p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 24, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Practice, Educational Problems, Educational Research, Effective Teaching, Elementary Secondary Education, Research Needs, *Research Problems, *Research Utilization, *Social Science Research, *Social Studies, *State of the Art Reviews

Currently, findings of educational research are of little consequence to the curricular/instructional decisions of social studies teachers. Four basic conditions have created this inconsistency. (1) Since social studies teaching takes place among value and factual assumptions, decisions about educational practice are based more on value judgments than on research data or theory. (2) Generally, there is a lack of consistent, cumulative, definitive research findings on which to make curricular/instructional prescriptions. Most research is carried out by doctoral candidates and supervised by professors, many of whom lack commitment to research. Moreover, results that are merely statistically significant, although trivial in nature, contribute to the fragmented nature of social studies research. Research findings are sterile because they are abstractions, out of touch with reality. (3) The concerns of social studies teachers tend to be different from those of university professors who conduct and supervise most research. (4) The instruction/learning model that has dominated the design of social studies is overly simple. Therefore, social studies researchers need to reconsider the nature of their enterprise. Attention must be focused on those attributes of science which are applicable to educational research, including the role of theory in educational practice, the functionality of research strategies, and realistic goals. (KC)

ED 164 406 SO 011 400

Havighurst, Robert J.

Anthropology and Cultural Pluralism. Three Case Studies: Australia, New Zealand and USA.

New Zealand Council for Educational Research, Wellington.
Pub Date-74
Note-40p.; Paper presented at Annual Meeting of the International Congress of the Anthropoligical and Ethnological Sciences (9th, Chicago, Illinois, 1973); Best copy available; Parts may be marginally legible due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Acculturation, American Indian Culture, *Anthropology, Case Studies, Change Agents, Changing Attitudes, *Cultural Pluralism, Interaction Process Analysis, Literature Reviews, Minority Groups, *Policy Formation, *Social Change, *Social History, Social Integration, Social Relations, Sociocultural Patterns, Trend Analysis
Identifiers-Aboriginal People, Australia, Maoris, New Zealand, United States

A historical overview of cultural attitudes in Australia, New Zealand, and the United States reveals that anthropologists greatly influenced the interaction between the Western "modern" culture and the primitive native culture in those countries. Historical analysis of attitudes toward Aborigines, Maoris, and American Indians provides the basis for this study. In all three countries, crucial periods occured when policies were formed which aimed to control the relations between the native and more modern cultures. The first period (1850-1859) was characterized by the pseudo-anthropological belief of "survival of the fittest." At this time all three countries felt that the native population would disappear. When it became clear that this would not happen, an attitude of assimilation emerged which assumed that the native groups would be merged into the dominant societies. Influential anthropologists during this period were Elkin ("The Australian Aborigines," 1928, 1958), and Firth ("Economics of the New Zealand Maori," 1928, 1959). Anthropologists in the United States did not have as much influence on assimilation theories and policies as did those in Australia and New Zealand. When the assimilation theory was found to be inadequate during the 1960's, anthropologists took an active part in defining cultural pluralism. Stanner, the Berndts, and Rowley in Australia, Hunn and Schwimmer in New Zealand, and Mead and Lurie in the United States were especially influential. Current activities of anthropologists concerned with fostering the movement toward cultural pluralism emphasize the education of policy makers, the public, and minority groups. (KC)

ED 164 407 SO 011 401

Bishop, John E., Ed. And Others
Curriculum Materials. No. 58.
National Council for the Social Studies, Washington, D.C.
Pub Date- 78
Note-58p.; Not available in hard copy from EDRS due to various changes in ink density and small print type throughout original document
Available from-Allen R. Warner, Department of Curriculum and Instruction, University of Houston, Central Campus, Houston, Texas 77004 (free while supply lasts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Elementary Secondary Education, *Exhibits, Guides, *Instructional Materials, Periodicals, *Social Studies
This pamphlet is a guide to social studies materials which were exhibited at the 1978 annual conference of the National Council for the Social Studies. The exhibit contained approximately 200 curriculum materials, periodicals, and papers collected from states, school districts, professional associations, and a few commercial publishers. The guide presents the materials in five categories: kindergarten and elementary, junior high, senior high, social studies periodicals, and occasional papers. Within each category the materials are listed by state in alphabetical order. Information on each item includes source, title, grade level, price, subject matter, and a brief description of the material. Subject areas covered by the materials include social studies, social sciences, environmental education, multicultural education, demography, global education, geography, law, energy, and area studies. (AV)

ED 164 408 SO 011 409

Almeida, Raymond A. And Others
Cape Verdeans in America: Our Story. A Teachers Manual.
American Committee for Cape Verde, Inc., Boston, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-17p.; For related documents, see ED 137 152 and SO 011 060
Available from-American Committee for Cape Verde, Inc., 14 Beacon Street, Boston, Massachusetts 02108 ($4.00 paperbound)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Blacks, Concept Teaching, *Cultural Education, Educational Objectives, *Ethnic Groups, Ethnic Origins, *Foreign Countries, History Instruction, Immigrants, Interdisciplinary Approach, Learning Activities, Maps, Map Skills, Secondary Education, *Social History, Social Problems, *Social Studies, Teaching Guides, Teaching Methods, United States History
Identifiers-*Cape Verde

Teaching strategies are suggested to help high school social studies teachers develop and implement a study of Cape Verdean American history. Intended as a guide to accompany "Cape Verdeans in America," (SO 011 060), the teacher's manual offers three categories of teaching methods: (1) ideas to help students read and understand the book, (2) suggestions to help students integrate knowledge about Cape Verdeans with social science concepts, and (3) ideas to encourage further reading and research projects. Teachers are directed to begin the study of Cape Verdeans' American experiences with an historical overview of the Cape Verdean Islands. Background information and maps are included in the document. Other teaching aids are word study lists, comprehension and discussion questions, and a chart relating textual readings to social science concepts. Learning activities involve students in defining terms, discussing questions in class, role playing, writing research papers, and participating in map exercises. (DB)

ED 164 409 SO 011 411

Pagano, Alicia L., Ed.
Social Studies in Early Childhood: An Interactionist Point of View. Bulletin 58.
National Council for the Social Studies, Washington, D.C.
Pub Date-78
Note-87p.; Some photographs have been removed by ERIC
Available from-National Council for the Social Studies, 2030 M Street, N.W., Washington, D.C. 20036 ($4.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Development, Child Psychology, Citizenship, Class

Activities, Decision Making Skills, Developmental Stages, Developmental Tasks, Early Childhood Education, *Educational Methods, *Environmental Influences, Essays, *Interaction, Interpersonal Competence, Parent Participation, Problem Solving, *Self Actualization, *Social Studies, Teacher Role, Teaching Procedures, Television Viewing

Six articles focus upon social studies as an essential subject in early childhood education. All articles take an interactionary approach; that is, they view children as acting upon and being acted upon by their environment. Young Children Growing through Action'' presents a developmental approach centered around four themes: (1) growth through action and interaction, (2) growth within the developmental stages, (3) growth through integration of social and cognitive skills, and (4) growth through observation, both by teachers and by children. Children Making Decisions and Solving Problems'' relates three case studies which involved young children in effective thinking, feeling, and acting. The case studies describe four-year-olds building their own city, kindergarteners listening to a story, and preschoolers sharing a cleanup campaign. Children Becoming Citizens'' provides guidelines for managing conflict situations, describes the role of the adult in promoting citizenship, and outlines the developmental stages as related to citizenship competencies for early and middle childhood. Children, Parents, Teachers: Rediscovery of an Important Triad'' lists strategies and notes projects designed to promote parental involvement. Children and Media'' offers procedures for using television and other media as aids to social education. The author reviews viewing patterns of children and outlines steps for informed use of television. Children Learning and Using Social Studies Content'' examines methods for organizing teaching based on the social sciences and on child psychology. (KC)

ED 164 410 SO 011 412

Gunther, Marilyn, Ed.
Proceedings of the Michigan Inter-University Workshop in Consumer Economics August 27-29, 1978.
Eastern Michigan Univ., Ypsilanti. Consumer Education Center.
Spons Agency-American Council of Life Insurance, Washington, D.C.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date-Aug 78
Note-98p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Community Role, Computer Science, Conference Reports, *Consumer Economics, *Consumer Education, Curriculum Development, *Educational Improvement, Government Role, Higher Education, Inservice Education, *Interinstitutional Cooperation, Money Management, *Program Development, Resource Centers, Secondary Education, Teacher Education, Teaching Methods

The booklet contains transcripts of ten presentations given at a workshop on consumer economics in Michigan. The main objective of the workshop was to explore ways of improving the training of undergraduate and graduate education majors and the inservice training of secondary and middle school teachers in the areas of personal and family finance. Among the speakers were representatives of the Michigan State Board of Education, Michigan State University, the Michigan Consumer Education Center, the American Council of Life Insurance, and a state senator. Topics included the following: factors influencing family financial planning education, use of role play and games in teaching consumer economics, development of a resource library in consumer economics, and use of the computer in money management education. A summary of group discussion following the workshop emphasized (1) linkages between the state, communities, and universities in developing consumer education programs, and (2) development of a plan for inter-university cooperation. (AV)

ED 164 411 SO 011 413

A Model Policy Statement and Guidelines for Implementation: Equal Treatment of Students.

Education Commission of the States, Denver, Colo.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-May 77
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cocurricular Activities, Discipline Policy, Dress Codes, *Educational Opportunities, *Educational Policy, Elementary Secondary Education, *Equal Education, Equal Protection, Married Students, *Nondiscriminatory Education, Physical Education, Physical Facilities, Pregnant Students, Sex Differences, Sex Discrimination, *Sex Fairness, *Student Rights

This booklet offers a model policy statement that schools shall provide equal educational opportunities to all students regardless of sex. It includes stipulations and guidelines to achieve equal access in all areas of education. The following areas are considered: (1) Course offerings: every course shall be open to all students and schools should take steps to encourage course enrollment of students who have previously been excluded or discouraged. (2) Physical education: classes may not be conducted separately on the basis of sex; however, students may be separated for participation in sports that involve bodily contact, i.e. boxing, wrestling, football. (3) Extracurricular activities: schools may not sponsor or support chapters of single sex sororities, fraternities, honors organizations, and clubs. (4) Marital and family status: students may not be discriminated against in any aspect of education because of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery. Special programs may be operated for pregnant students if attendance is optional. Conduct and dress codes, honors and awards, facility use, and financial assistance are other areas discussed in the booklet. Guidelines for implementation in all areas include the formulation and implementation of a plan based on the model statement; dissemination of the policy to students, parents, staff, organizations, and other relevant parties; workshops and inservice training; and collection and evaluation of data on sex bias in education. (KC)

ED 164 412 SO 011 415

Myers, Dwain
Economic Concepts for Nebraska's Junior High School Students.
Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-54p.; For a related document, see SO 011 416
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Capitalism, *Concept Teaching, Conceptual Schemes, *Consumer Education, Curriculum Planning, Economic Development, *Economic Education, Economic Factors, Exports, Financial Policy, Human Resources, Inflation (Economics), Junior High School Students, Labor Economics, Money Systems, Natural Resources, Productivity, Secondary Education, Sequential Programs, Social Studies, Unemployment
This booklet identifies 14 basic economic concepts that have been selected for emphasis in junior high social studies classes in Nebraska. The booklet is accompanied by a series of related instructional units (see SO 011 416). In this booklet, the concepts are listed in a sequence from the simplest to the most complex, with concepts one through ten being most basic ones. The first five are concerned with economic wants, productive resources (natural, capital, and human), scarcity and choice, opportunity costs and tradeoff, and economic incentives such as self interest, profit, and wants. Concept six considers specialization, comparative advantage, and the division of labor. Discussions of interdependence, markets, supply and demand, the price mechanism, and productivity complete the presentation of the basic concepts. The more difficult concepts, 11-14, are designed for advanced junior high school students or with those who express a special interest in economics. These concepts are unemployment and inflation, money and monetary policy, fiscal policy, and saving and investment. All 14 concepts should be taught in order; they may be used throughout an entire social studies program or taught in a self-contained one semester course. A list of resource materials is included. (KC)

ED 164 413 SO 011 416

Johnson, Paul G., Ed.

Instructional Units to Accompany Economics for Nebraska's Junior High School Students.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-209p.; For a related document, see SO 011 415
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Bibliographies, Capitalism, *Concept Teaching, *Consumer Education, *Course Content, Course Descriptions, Curriculum Guides, Economic Development, *Economic Education, Economic Factors, Educational Objectives, Exports, Financial Policy, Human Resources, Inflation (Economics), Instructional Materials, Junior High School Students, Labor Economics, Learning Activities, Money Systems, Natural Resources, Productivity, Secondary Education, Sequential Programs, Social Studies, Teaching Methods, Teaching Procedures, Unemployment, Units of Study

These nine instructional units form the second part of a two-part plan for providing direction for junior high studies in economics. The units cover the first nine of 14 concepts outlined in part one, the concept paper (see SO 011 415). Suitable for both junior high and high school level, each unit comprises a one-week course. All nine units can serve as the basis for a semester course in economics. Titles for the units include Economic Wants, Productive Resources, Scarcity and Choice, Economic Incentives, Interdependence, and the Price Mechanism. Within each unit are commonly designated sections including an abstract, major teaching strategies, generalizations that students should learn, and teaching objectives. Approximately five lessons are outlined in each unit; each lesson provides a list of materials needed, teaching strategies, and a section for teacher's notes. Learning activities include using community resources, tracing wants and needs throughout the life cycle, role playing members of the Chamber of Commerce, and listing expenditures for a "$2500 Give Away." A bibliography, handouts, transparencies, tests, and answer keys are provided in appendices. (KC)

ED 164 414 SO 011 417

Heitzman, William Ray

America's Maritime Heritage: From Sail Power to Nuclear Power. Book 1 and Book 2. An Energy Education Activity Book Con-Stran Productions, Philadelphia, Pa.

Note-45p.; Photographs throughout document may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Changing Attitudes, Class Activities, Elementary Education, Energy Conservation, *Environmental Education, *Interdisciplinary Approach, Natural Resources, *Social Studies, *Unit Plan, *Water Resources

These documents provide background information and a series of problems and activities to familiarize students with important maritime activities in the United States. Book I contains problems involving the movement of freight on inland waterways, questions on energy and the environment, and a chart with questions on United States oil imports. Book II features information on hydroelectric power, water transportation, and energy consumption. The third book traces the history and influence of the sea on America and discusses shipbuilding, trading, commercial fishing, leisure time, and the arts. The growing interest in marine science and the development of maritime parks and museums are noted. Annotated lists of pertinent periodicals, books, pamphlets, and films are included. (KC)

ED 164 415 SO 011 418

Roseman, Steven, Ed. Ray, Henry, Ed.
A Multimedia Bibliography of Weather Materials for Schools. Climatological Publications, Bibliography Series No. 2.
Arizona State Univ., Tempe. Laboratory of Climatology.
Pub Date-77
Note-17p.
Available from-Office of the State Climatologist, Laboratory of Climatology, Arizona State University, Tempe, Arizona 85281 ($3.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Audiovisual Aids, *Bibliographies, Books, *Climatic Factors, Earth Science, Educational Resources, Elementary Secondary Education, Environmental Influences, Filmstrips, Instructional Materials, *Meteorology, *Multimedia Instruction, Slides, Transparencies
Identifiers-Arizona

This bibliography identifies multimedia weather resources for elementary and secondary schools in Arizona. Content of the materials includes weather forecasting techniques, storms, clouds, the atmosphere, wind, radar, humidity, precipitation, and world climate regions. The first section of the bibliography lists 47 books, most of which were published during the 1960s. Information is given on author, title, publisher, and date. Section two identifies 16-millimeter films: 18 are available from commercial publishers and 25 can be rented through the Central Arizona Film Cooperative at Arizona State University. For these films, information is given on title, date, length, color or black/white, cost, and grade level. Sections three and four list five eight-millimeter loop movies and seven sound filmstrips. Grade levels, source, and cost are given for these. Sections five through 11 identify seven slide sets, 22 transparency sets, three audio cassettes, nine maps and charts, 15 pamphlets, one game, and one multimedia kit. Concluding sections list five sources of meteorological instruments and addresses of sources for all items listed in previous sections. (AV)

ED 164 416 SO 011 419

Bilotta, Joseph
Imagery Arousal as a Function of Exposure to Artistic Stimuli.
New York State Univ., Coll. at Brockport.
Pub Date- 77
Note-27p.
EDRS Price MF-S0.83 HC-S2.06 Plus Postage.
Descriptors-Adult Education, *Art, *Behavioral Science Research, Comparative Analysis, Elementary Secondary Education, Fine Arts, *Imagery, *Music, Music Education, Music Therapy, *Relationship, Research Methodology, *Stimuli, Stimulus Behavior, Stimulus Devices
The purpose of this study was to determine to what extent music and art can arouse imagery experiences in an audience. Because of the relationship found between imagery and the arts in past research, it was hypothesized that artistic stimuli would have a greater influence on imagery than other kinds of stimuli (art-information or non-artistic). For the study, 92 subjects were divided into seven groups. Six groups were given six different kinds of stimuli: visual artistic (color slides of paintings), auditory artistic (a tape of selections of classical music), visual art-information (a lecture on art which was read by the subjects), auditory art-information (a lecture on music which was heard on a tape), visual non-artistic (color slides of everyday objects), and auditory non-artistic (a tape of sound effects). The seventh group, a control group, received no stimuli. Following the presentation of the stimuli, subjects in all groups answered a questionnaire about the visual or auditory images they experienced during the presentation. Results indicated that music aroused more imagery than art, even through the non-artistic stimuli. This may be due to the fact that listening to music involves the audience more actively than merely looking at art. This study indicates that music therapy might be effective in helping patients get in touch with themselves and that music education might help children become more conscious of themselves in relation to their world. (Author/AV)

ED 164 417 SO 011 420

The Future and Population: What Will a No-Growth Society Be Like? A Teaching Module.

Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Dec 78
Note-19p.; Map in Figure 1 may not reproduce clearly due to small print type in original document
Available from-Population Reference Bureau, Inc., P.O. Box 35012, Washington, D.C. 20036 ($1.00 each, two or more copies, $0.50 each)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, Birth Rate, Educational Objectives, *Futures (of Society), *Global Approach, Higher Education, Instructional Materials, Learning Activities, Learning Modules, Newsletters, Planning, *Population Education, *Population Growth, Population Trends, Secondary Education, *Social Change, Social Indicators, Trend Analysis.

This teaching module for high school students and adults examines the future of zero population growth in 26 countries by the year 2000. The module contains an essay for students to read, followed by exercises, activities, and discussion questions based on the essay. Objectives include understanding the components of population change, identifying important issues which may arise as societies approach zero population growth, and evaluating options involved in planning for the future. The essay explores aspects of future life in the selected countries which will probably reach zero population growth by 2000. These countries, all of which are industrialized and relatively wealthy, include Australia, France, East and West Germany, Japan, the United States, and Russia. It is hypothesized that no-growth society in these countries will produce the following: large numbers of people in the older age groups and a consequent need to plan for pensions, health care, and other services; fewer opportunities for promotions in jobs but more emphasis on equality; and less pressure on energy, housing, transportation, and the environment. Activities based on the essay include a crossword puzzle, small group work, role playing, and opportunities for students to describe their predictions about the future. The module also includes an issue of Interchange, the Population Reference Bureau newsletter, which reports on population related matters and describes new teaching tools. (AV)

ED 164 418 SO 011 421

A Handbook for the Teaching of Social Studies.
Association of Teachers of Social Studies, New York, N.Y.
Pub Date-Apr 78
Note-289p.
Available from-Longwood Division, Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($13.95 hardbound)
Document Not Available from EDRS.
Descriptors-Curriculum Development, Educational Assessment, Educational Games, *Educational Needs, *Educational Objectives, Educational Trends, Evaluation, Individualized Instruction, Inquiry Training, Interdisciplinary Approach, Junior High School Students, Learning Activities, Secondary Education, Skill Development, *Social Studies, Student Participation, Teacher Developed Materials, *Teaching, Teaching Guides, *Teaching Methods, Testing, Values

The document presents teacher-developed techniques, methods, and activities for social studies instruction. The handbook is designed to aid junior high and high school classroom teachers as they develop, implement, and evaluate social studies programs. The document is presented in 12 chapters. Chapter I identifies objectives of social studies education, including good citizenship, development of critical thought, and knowledge of significant developments in human history. Chapter II presents ideas for lesson planning. Chapter III explains the art of questioning for inquiry and discovery learning. Chapter IV suggests independent study projects. Chapter V provides information on dealing with values in the classroom. Chapter VI discusses the relationship of student literacy to social studies. Chapters VII and VIII discuss types of media and simulation activities. Chapter IX explains testing and evaluation. Chapter X discusses electives and curriculum considerations. Chapters XI and XII examine professional growth and evaluation of social studies instruction. Each chapter includes a bibliography, tests, notes to the teacher, identification of skills to be developed by specific activities, reading selections, objectives, and discussion questions. (DB)

ED 164 419 SO 011 422

Walstad, William B.

Estimating the Effects of Economic Problem Solving in Elementary Schools.

Spons Agency-Bush Foundation, St. Paul, Minn.; Minnesota State Council on Economic Education, Minneapolis.
Pub Date-Sep 78
Note-26p.; Paper presented at Annual Meeting of the National Association of Affiliated Economic Education Directors (Portland, Oregon, October 6, 1978); Tables 1 and 2 may not reproduce clearly due to small print type of original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Affective Behavior, Cognitive Development, *Curriculum Evaluation, *Economic Education, Elementary Education, *Inservice Teacher Education, Interdisciplinary Approach, *Problem Solving, Program Evaluation, Research Methodology, Social Studies, Student Attitudes
Identifiers-*Unified Science Mathematics for Elementary Schools

This study evaluates the Unified Sciences and Mathematics for Elementary School (USMES) curriculum developed by the Education Development Center in Massachusetts. Effects of using USMES materials on students' economic understanding, attitudes, and problem-solving ability were explored. The research also examined the simultaneous relationship between achievement and attitudes. In the study, control and experimental classes were selected on the basis of whether the classroom teacher had participated in a summer inservice program on economic problem solving. Teachers in the experimental inservice group were exposed to basic economic concepts and their application to problem solving in the classroom. Students in their classes worked on an economics-oriented USMES unit, "Manufacturing," during one semester. Teachers in the control group received no instruction in economics or problem solving during the evaluation period. Results indicated that intermediate elementary students significantly improved their economic understanding by working on comprehensive, realistic, and economic-oriented problems as found in the USMES curriculum. These students seemed to develop a substantially more positive attitude toward economics. Also, the program seemed appropriate for both cognitive and affective learning. However, an untrained teacher would probably have difficulty adding an economic dimension to student problem solving from simply reading the USMES materials. Therefore, inservice training will improve teachers' economic understanding and will prepare them for introducing USMES material into the classroom. (Author/KC)

ED 164 420 SO 011 423

Saks, Michael J.
Psychologist as Policy-Maker.
Pub Date-78
Note-10p.; Paper presented at Annual Meeting of the American Psychological Association (Toronto, Ontario, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Science Research, *Behavioral Sciences, Communication (Thought Transfer), Communication Problems, Higher Education, Information Needs, *Needs Assessment, *Policy Formation, Psychology, Public Policy, *Relationship, Research, Research Problems, *Research Utilization, Social Psychology

Perhaps the most effective way to increase the utilization of behavioral science knowledge by policy-makers is for the behavioral scientist to become one. The psychologist who serves as a policy-maker becomes aware of the policy issues in addition to relevant empirical evidence. The author, a psychologist, relates his experience as a member of a policy-making group asked by the Massachusetts Legislature to develop legislation to protect the interests of children who are asked to donate organs to a dying sibling. His anticipated role as a member of the committee was to be a statistician-methodologist who could help the group critically evaluate any data presented to it. Research questions which were generated by the problem included: What is the psychological impact of donorship? and How can the moral decision-making of children be measured? It was found that some of these questions exposed gaps in basic theoretical knowledge. The author recommends that, for those who wish to bridge psychology and policy-making, the goals should be to act as broadly educated generalists instead of narrow researchers, gain experience in making decisions, get regularly involved in policy-making bodies, and build the problems encountered in this experience into applied research programs. (Author/AV)

ED 164 421 SO 011 424

Branch, Charles V.

Characteristics of the Inviting School.

Pub Date-Mar 78
Note-13p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrator Characteristics, Educational Assessment, Educational Environment, Educational Improvement, Educational Innovation, *Educational Philosophy, *Educational Quality, Elementary Secondary Education, *Humanistic Education, Individualized Instruction, Organization, Parent Participation, Performance Based Education, Student Attitudes, *Student Characteristics, Student Needs, Student Role, *Teacher Characteristics

This paper identifies four characteristics which are essential to the nature of an inviting school.'' Inviting schools are interpreted to convey respect for all members of staff and students. The four basic characteristics of such a school are school climate, educational program, organizational structure, and faculty. Essentially, the climate must be trusting, open, and threat-free so that each person may become honest, authentic, and risk-taking. The educational program should (1) provide each student with a maximum number of opportunities for success, (2) establish a minimum educational foundation for all students, (3) offer unique learning experiences for students based on individual abilities, needs, interests, and goals, (4) allow students to move through the program at their own rate, and (5) be based on belief in and respect for the worth of each human being. The organizational structure must allow for student, parent, and teacher involvement in the decision making process. It should be structured to allow opportunities for small groups and one-to-one student/teacher interaction, and for regular parent-teacher conferences. The organization should provide for early high school graduation and should afford opportunities for students to be assigned appropriate tasks regardless of age. The faculty should consist of individuals who perceive themselves and their students as valuable, able, and responsible. They should be willing to take risks and experiment, analytical about their own teaching behaviors, and open to new knowledge and experience. (Author/KC)

ED 164 422 SO 011 432

Selected Bibliography of Egyptian Educational Materials, Vol. 3, No. 3, 1977.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-77-59000/3
Pub Date-78
Note-105p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see ED 159 121
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Annotated Bibliographies, *Comparative Education, *Curriculum, Educational Administration, *Educational Development, Educational Needs, Educational Philosophy, Educational Planning, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Language Instruction, Literacy Education, Primary Education, Religious Education, Special Education, Teacher Education, Testing, Vocational Education
Identifiers-*Egypt

This annotated bibliography identifies 137 selected educational materials from Egypt published during 1977. The materials are drawn from Egyptian newspapers, journals, government publications, and university research reports. Entries are organized into 80 categories, including Agricultural Education, Child Psychology, Children's Culture, Commercial Schools, Curriculum, Desert Education, Dropouts, Development of Education, Educational Administration, Educational Planning, English Language, Examinations, Faculties and Universities, Foreign Language Schools, Gifted Pupils, Health Education, Higher Education, History of Education, Industrial Education, Islamic Education, Laws and Legislation, Manpower, Nurseries, Physical Education, Primary Education, Private Education, Psychological Testing, Religious Education, Scholarships and Fellowships, Secondary Education, Special Education, Vocational Education, and Women. Indexes of authors and sources conclude the bibliography. (AV)

ED 164 423 SO 011 433

Crosswell, Michael

Basic Human Needs: A Development Planning Approach. AID Discussion Paper No. 38.

Agency for International Development (Dept. of State), Washington, D.C. Bureau for Intragovernmental and International Affairs.
Pub Date-Oct 78
Note-48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Conceptual Schemes, *Developing Nations, Economic Climate, Economic Development, *Economic Disadvantagement, Economic Factors, Financial Support, Futures (of Society), *Global Approach, Human Capital, Human Dignity, Human Geography, Humanism, *Human Living, Individual Development, Manpower Utilization, *Needs, Needs Assessment, Policy, *Policy Formation, Political Influences, Productivity, Quality of Life, Socioeconomic Influences

The monograph explores basic needs of all human beings and considers various patterns of growth and development toward meeting these needs on a sustainable basis. The purpose of the study is to improve knowledge of analytical studies, research results, and financial assistance policies among personnel of the Agency for International Development (AID) and to stimulate discussion between AID personnel and other interested persons. The report is global in scope but the discussion is general and there are few references to specific countries. Chapter I presents a framework for analysis of the basic human needs approach. The framework concentrates on establishing an explicit hierarchy of objectives based on numbers of poor individuals now and in the future, intangible goals, birth rates, material well-being, economic planning, income, production, resources, and employment. Chapter II explores policies that might be suitable in various settings for meeting basic needs in areas of productive employment, income, private goods, and public services. Chapter III analyzes channels through which various policies would affect growth rates of gross national product. A final section suggests that the development process should provide for sustainable improvements over time in the well-being of those who are too poor to satisfy their basic human needs. The conclusion is that the basic needs approach provides a workable framework to link needs, income, employment, production, and supply objectives. (DB)

ED 164 424 SO 011 435

Hantula, James
Using the Computer in the Social Studies Classroom.
Pub Date-Nov 78
Note-13p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Science, Data Analysis, Data Collection, Educational Games, Educational Innovation, *Educational Needs, Educational Objectives, Educational Practice, Elementary Secondary Education, Individualized Instruction, Information Dissemination, *Instructional Aids, Skill Development, *Social Studies, Student Participation, *Teaching Methods, Technological Advancement

Social studies instruction will improve if social studies educators cooperate with computer professionals to develop ways of using the computer in the classroom. Objections of many social studies teachers to computers are based on experiences in which computers were used to intimidate consumers, implement poorly conceived projects, and promote rigid instructional approaches. If social studies teachers and computer professionals work together to provide a balanced program in processing information, they can extend skills of data collection, storage, retrieval, and analysis. Examples of computer projects of special interest to social studies teachers include the PLATO system, which is especially useful for studying population geography, and computer based resource units. Specific advantages of using computer instruction in the classroom include individualization of instruction, broadening of teachers' bases of information by allowing them to search various computer bases such as Educational Resources Information Center (ERIC), diagnosis of student needs, assignment of instructional sequences, evaluation of programs, locating information, data processing, and enhancing educational games and simulations. (DB)

ED 164 425 SO 011 436

Rawlings, Stephen
Perspectives on American Husbands and Wives. Current Population Reports. Special Studies Series P-23, No. 77.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date-Dec 78
Note-51p.; Tables 5, 22, 24, and 27 may not reproduce clearly due to small print type of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.30 paper copy)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Age Differences, Age Groups, *Census Figures, Charts, Comparative Analysis, *Data Analysis, *Demography, Economic Factors, Employment Patterns, Females, Income, Males, *Marital Status, Marriage, *Population Distribution, Population Trends, *Social Characteristics, Social Mobility, Social Science Research, Tables (Data)
Identifiers-United States
The booklet analyzes demographic and economic characteristics of married couples in the United States. The study is based on census data and on information about joint characteristics of husbands and wives. The objective of the study is to revise concepts related to family and household data by adding analysis of wives' characteristics to traditionally exclusive analysis of husband's age, sex, employment status, and occupation. Information is presented on age of husbands and wives, remarriage and intermarriage, educational attainment of husbands and wives, social characteristics of younger and older couples, employment characteristics of married couples, income of married couples, and occupations of husbands and wives. Highlights of the study are that most men and women marry at some time during their lives; 85% of men and 88% of women have been married only once; husbands and wives tend to have similar levels of education; 81% of married men and 47% of married women were in the labor force in 1977; and the earnings of the wife were about equal to or greater than the husband's earnings among one married couple in three in which the wife had earnings. (DB)

ED 164 426 SO 011 447

Brounson, William E., Ed. Carter, John, Ed.
Philosophical Studies in Education: Proceedings of the 1977 Annual Meeting of the Ohio Valley Philosophy of Education Society.
Ohio Valley Philosophy of Education Society, Terre Haute, Ind.
Spons Agency-Pittsburgh Theological Seminary, Pa.
Pub Date-78
Note-139p.
Available from-Ohio Valley Philosophy of Education Society, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($2.50 softbound)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Beliefs, Educational Needs, Educational Objectives, *Educational Philosophy, *Educational Policy, Educational Practice, Elementary Secondary Education, *Ethical Instruction, Futures (of Society), Higher Education, Learning Processes, *Philosophy, *Policy Formation, Relationship, Religious Education, Socioeconomic Influences, Teaching Methods
The proceedings consist of the presidential address, papers, responses, and dialogue presented at the annual meeting of the Ohio Valley Philosophy of Education Society. Papers emphasized three themes: (1) tasks of philosophical and empirical inquiry in education, (2) moral and values education, and (3) educational policy. In the presidential address, Gordon Chamberlin of Pittsburgh Theological Seminary proposed that philosophers of education move from a narrow view of their roles identified with schooling to consideration for the larger education arena. Other papers focused on characteristics of a good teacher, historical developments in American education, the place of therapy in education, mental health, social relations in schools, the relationship between economics and educational structures, consequences of indoctrinational activities, and the relationship between social philosophy and educational practice. (DB)

ED 164 427 SO 011 449

Wolf-Wasserman, Miriam Hutchinson, Linda
Teaching Human Dignity. Social Change Lessons for Everyteacher.
Pub Date-78
Note-331p.
Available from-Education Exploration Center, P.O. Box 7339, Minneapolis, Minnesota 55407 ($7.95, softbound)
Document Not Available from EDRS.
Descriptors-*Change Strategies, Changing Attitudes, Curriculum Guides, Early Childhood Education, *Educational Change, *Educational Philosophy, Elementary Secondary Education, Futures (of Society), *Humanistic Education, Individual Instruction, Interdisciplinary Approach, Learning Activities, Multicultural Education, Political Attitudes, Postsecondary Education, Resource Guides, *Self Actualization, *Social Change, Social Problems, Social Studies
The book is a collection of readings designed primarily for teachers, but also intended for others who are interested in teaching about human beings and building human worth. It contains 60 first-hand accounts of teaching experiences at all levels and offers a perspective for noncompetitive, cooperative, and innovative education. To aid in the search for self and social understanding, it provides social change curriculum materials and a viable philosophy of educational/political change. Articles which help students see the relationship between themselves and their culture can be adapted to the traditional curriculum. Topics include labor studies, third world and women's studies, people's history, oral history, white ethnic studies, writing, drama, and the media. Articles on parents, teachers, and students as political activists, on sex, drugs, homosexuality, death, and dying are also included. In addition, strategies for teaching all of the basic skills are outlined. Learning activities include simulation games, cooperative math games, and play writing. A comprehensive list of resource materials and examples of successful educational/political activities are included. (Author/KC)

ED 164 428 SO 011 450

Today's Youth and Moral Values. Report of the Tenth Annual Meeting of the Academy of Religion and Mental Health. April 22-24, 1969.
Pub Date-Apr 69
Note-187p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Attitudes, Changing Attitudes, Child Development, Drug

Abuse, Drug Education, Educational Attitudes, Educational Environment, Elementary Secondary Education, Futures (of Society), Generation Gap, Individual Development, *Mental Health, Moral Issues, *Moral Values, Racial Attitudes, Religious Education, *Religious Factors, Sex Education, Sexuality, Social Attitudes, *Social Change, Socialization, *Social Problems, *Youth, Youth Opportunities, Youth Problems

The document presents a report by psychologists, educators, and religious leaders who participated in a conference to investigate moral attitudes and behavior of youth in the United States in the late 1960's. The document provides information concerning youth's problems, needs, expectations, and attitudes in 1969. Topics discussed by conference speakers and panelists include youth and moral values, religious education, child development, political attitudes, alienation, sexual patterns, drug abuse, and religious development of retarded children. Special emphasis is placed on youths' attitudes toward the future, religion, materialism, racial relations, and education. The document concludes with a directory of committee members of the Academy of Religion and Mental Health. (DB)

ED 164 429 SO 011 451

Groth, Alexander J. Schutz, Howard G.

Voter Attitudes on the 1976 California Nuclear Initiative. Environmental Quality Series, No. 25.

California Univ., Davis. Inst. of Governmental Affairs.
Pub Date-Dec 76
Note-71p.
Available from-Institute of Governmental Affairs, University of California, Davis, California 95616 ($3.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Attitudes, Behavioral Science Research, Changing Attitudes, *Data Analysis, Demography, *Elections, *Energy, Energy Conservation, Majority Attitudes, Natural Resources, Political Affiliation, Political Attitudes, Political Issues, *Public Opinion, Socioeconomic Influences, Surveys, Tables (Data), Trend Analysis, *Voting
Identifiers-*Nuclear Power

To examine whether voting behavior is a good indicator of public opinion toward controversial issues such as nuclear power, a study was undertaken to assess the meaning of the defeat of Proposition 15 in California in June, 1976. Proposition 15 called for more stringent legislative regulation of the nuclear power industry. Specifically, the study assessed how issues relating to the initiative were perceived by different segments of the electorate. The study consisted of a survey of 1,000 randomly selected Sacramento County voters and of statistical analysis of the 633 valid returned questionnaires. Questions on the four-page questionnaire dealt with sources of information about Proposition 15 and nuclear power plant energy in general, satisfaction with the political structure of the United States, and demographic and socioeconomic information. Findings indicated that confusion over the wording of Proposition 15 caused many voters (particularly opponents) to vote incorrectly in terms of their own preferences for or against nuclear power. In general, findings indicated that the initiative was opposed by older, more conservative, and more affluent voters concerned with a high standard of living and favored by younger, more liberal, less affluent and conservation-minded voters. It is concluded that studies of voting behavior with regard to a specific controversial issue can provide information about voter perceptions and attitudes to individuals concerned with political strategy and policy formation. (KC)

ED 164 430 SO 011 452

Socio-cultural Animation.
Pub Date-78
Note-255p.
Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 ($18.00)
Document Not Available from EDRS.
Descriptors-*Community Development, *Cooperation, Cultural Centers, Cultural Exchange, Cultural Opportunities, Cultural Traits, Developmental Programs, Educational Objectives, Futures (of Society), *Government Role, *International Relations, Nonformal Education, *Quality of Life, Regional Cooperation, *Sociocultural Patterns, Values
Identifiers-Europe (West)

The document consists of papers written by government and educational leaders in nations belonging to the Council of Europe on the theme of sociocultural community development. Sociocultural community development, also called sociocultural animation, is interpreted to include policies which make literature, visual arts, and performing arts available to all people as well as promotion of creativity at grass roots levels. The document is presented in five chapters. Chapter I defines sociocultural community development and reviews concerns explored by various culturally-oriented international conferences in Europe from 1970-77. Chapter II provides an overview of sociocultural community development. Topics discussed include guidelines for cultural policies, the relationship of community development to formal education, and adaptation of community development programs to specific types of housing areas. Chapter III discusses training and status of individuals involved in sociocultural community development. Chapter IV presents a catalog of 200 community development projects in nations belonging to the Council of Europe. The final chapter offers observations on the future of sociocultural development in Europe. (DB)

ED 164 431 SO 011 453

Rosenzweig, Mark R., Ed. Porter, Lyman W., Ed.
Annual Review of Psychology, Volume 30, 1979.
Annual Reviews, Inc., Palo Alto, Calif.

Pub Date-79
Note-693p.; For a related document, see ED 150 066
Available from-Annual Reviews Inc., 4139 El Camino Way, Palo Alto, California 94306 ($17.00, hardcover)
Document Not Available from EDRS.
Descriptors-Behavior, *Behavioral Science Research, Clinical Psychology, Cognitive Development, Developmental Psychology, Educational Psychology, Essays, Experimental Psychology, Group Dynamics, Higher Education, Individual Differences, Literature Reviews, Memory, Motivation, Organizations (Groups), *Psychology, Psychopathology, Research, Social Psychology, Social Sciences, State of the Art Reviews
This volume contains 19 scholarly essays on current research in representative areas of the field of psychology. Topics of the essays include the following: relations between psychology and other sciences, origins of psychology as a science, human memory, cross-cultural cognitive psychology, biology of motivation, organizational behavior, social and cultural influences on psychopathology, psychology of group processes, counseling psychology, and individual differences in cognitive abilities. Because 1979 is considered to be the centenary of psychology's emergence as a separate discipline, many of the essays for this volume were invited from senior psychologists who have the perspective of long involvement with a field of research. Included among the authors are Jean Piaget, John B. Carroll, Conrad Mueller, and M. Frank. Most of the authors are professors and researchers at universities in the United States. The volume concludes with author and subject indexes, a cumulative index of chapter titles and authors for volumes 26-30, and a list of chapter titles planned for volume 31 in 1980. (AV)

ED 164 432 SO 011 454

Novak, Michael And Others
Values in an American Government Textbook. Three Appraisals.
Pub Date-78
Note-57p.
Available from-Ethics and Public Policy Center, 1211 Connecticut Avenue NW, Washington, D.C. 20036 ($3.00, 10 or more, 30% discount)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*American Government (Course), Citizenship, *Content Analysis, Fundamental Concepts, Government Role, Political Attitudes, Public Policy, Secondary Education, Social Studies, Textbook Bias, *Textbook Evaluation, *Values
These critiques of a high school American government textbook, American Government in Action,'' (Resnik and Nerenberg, 1973) represent the first in a series of studies designed to assess the effectiveness of social science textbooks in communicating and reinforcing Western values. The critiques are followed by a response by the authors of the textbook. Three concerned critics with political ideas and public policy, but not connected with secondary education, reviewed and evaluated the text. The three critics agreed that although the text is thorough, clear, and simple, it is overly optimistic and it treats government uncritically. The chapter on crime is criticized either for painting too rosy a picture or for its discussion of white collar'' crime, for example, public utility price fixing. One critic states that the text is dull, intellectually sloppy, and fails to communicate the basic values of Western civilization. A second critic notes that the book reinforces a general faith in the responsiveness of government and shows sensitivity to the delicateness of public choices. The authors of the criticized American government textbook respond that the critics should have been aware of the audience to whom the book was addressed. They note that students must be provided with readable and understandable concepts, that publishers must adhere to a middle of the road position, and that the book must be approved by textbook selection committees and by school boards. The authors believe that the wide sale of their text indicates that it is adaptable to all of these requirements. (KC)

ED 164 433 SO 011 455

Jacobs, Rita D.
The Useful Humanists: Alternative Careers for Ph.D.'s in the Humanities. Working Papers.
Rockefeller Foundation, New York, N.Y.
Pub Date-Aug 77
Note-60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-American Studies, Bibliographies, Business, Career Change, Career Development, Career Planning, Change Strategies, Changing Attitudes, College Graduates, *Doctoral Degrees, Employment Opportunities, *Employment Potential, *Employment Problems, Employment Qualifications, Employment Statistics, Employment Trends, Government (Administrative Body), Graduate Study, Higher Education, *Humanities, Industry, Interdisciplinary Approach, Internship Programs, Job Development, Occupational Guidance, Unemployment
Addressing the current employ[illegible] crisis in the humanities fields, this paper examines employment opportunities for Ph.D. graduates outside the university environment. The report notes that humanities graduates have learned skills of research, problem solving, and writing, and that graduate training emphasizes the ability to penetrate underlying assumptions beyond the immediate situation. These skills may be easily transferred to non-academic pursuits. Hypothetical projects are outlined for humanities specialists and the American Studies Internship Program designed to place its graduates in business and government. Suggested areas in which Ph.D. graduates would make effective contributions include organizational development, human resource programs, career development, and public affairs. Recommendations are that humanists realize that non-academic jobs are not second rate and that interdisciplinary studies, career counseling services, and internships be established. Sections of the paper discuss the current crisis, provide unemployment statistics, and examine academic and institutional stereotypes. A list of associations and a bibliography relevant to humanists seeking non-academic jobs are provided. (KC)

ED 164 434 SO 011 465

Social Studies: Semester Electives for Grade 12. Advanced Economics Advanced Government.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date-78

Note-94p.; Reprint

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Advanced Programs, Advanced Students, *American Government (Course), Concept Formation, *Concept Teaching, Curriculum Development, Curriculum Guides, Decision Making, Economic Factors, Educational Needs, Educational Objectives, Governmental Structure, *Government Role, Grade 12, Power Structure, Secondary Education, *Social Studies, Social Studies Units, State Curriculum Guides, Student Motivation, Teaching Guides

Major concepts and generalizations related to economics and American government are presented. The syllabus is intended for 12th grade social studies teachers. Using the guide, teachers develop and implement strategies which will help students understand more advanced economic and political concepts. Introductory sections provide an overview of economic and political science concepts, definition of vocabulary terms, and information on how to use the syllabus. Economics topics discussed are economic understandings, the market system, government role, economic growth, the United States economy, and comparative economic systems. Topics related to American government role and structure include the nature of government, how to identify and discuss issues, decision making, policy formation, and reevaluation of the power structure. For each topic, information is presented on an overview, discussion questions, generalizations, relevant persons and events, and background information. Activities involve students in deriving generalizations from major topics, discussing concepts and generalizations in class, research projects, identifying trends, analyzing variables, defining terms, and simulating decision-making processes. (DB)

SP

ED 164 435 SP 011 354

Hungerman, Ann D. And Others

A Competency-Based Elementary Teacher Preparation Program Model.

Pub Date-76
Note-6p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Models, *Perception, *Performance Based Teacher Education, *Pilot Projects, *Teacher Education, *Teaching Skills

A list of 86 instructional competencies in the categories of instruction, school and classroom management and environment, and student guidance services were identified by teachers and principals. The validation of these competencies was accomplished through comparison and consensus. An instructional alternative system was designed by using a matrix system in comparing the 86 competencies with various types of instructional resources. Such an arrangement clarifies the relationship of competency to resource and reveals the balance or imbalance in instructional efforts for various competencies. The assessment activities were focused upon four aspects of the pilot program of instructional competencies: the instructional competencies per se; the pilot program model; the student self-perception; the teacher perception of student competency. The conclusions drawn from the data indicated that there were significant increases in the students' self-perception of knowledge, experience, and confidence as they progressed from the early to later stages of professional preparation. (Author/JMF)

ED 164 436 SP 012 072

Farrah, George A., Comp.

An Annotated Bibliography of Research Concerning the Self-Concept and Motivation Inventory (SCAMIN).

Pub Date-20 Nov 77
Note-21p.; For earlier version, see ED121725
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Educational Psychology, Educational Research, *Motivation, *Self Concept, *Student Attitudes, *Teacher Attitudes

Summaries of research findings tracing the development and use of a battery of diagnostic instruments for the assessment of self-concept and motivation in students and teachers are presented. The inventory measures factors such as self-adequacy, personal investment, role expectations, and goal needs. Part one deals with findings on students from preschool to university undergraduates from 1962 to 1977. In the second part, research focuses on teachers from all levels in the time period of 1973 to 1977. This document is an update of a previous work written in 1975. (JD)

ED 164 437 SP 012 097

Read, Donald A. And Others

Health Education: The Search For Values.

Pub Date-Jun 77
Note-186p.
Available from-Prentice-Hall, Inc., Publishers, Englewood Cliffs, NJ 07632 ($8.95)
Document Not Available from EDRS.
Descriptors-*Affective Behavior, Drug Education, Elementary Secondary Education, *Ethical Values, *Health Education, *Mental Health, *Moral Values, Nutrition, Resource Guides, Sexuality
Identifiers-*Values Clarification

This text is designed to help elementary and secondary school teachers (and students) deal with value-related issues in health education and to apply theories of value clarification to instruction in health education. The authors examine: (1) evidence of an existing need for values clarification in health education; (2) a summary of values clarification theory; (3) the benefit of a values clarification/health education collaboration; (4) values clarification activities in human sexuality, drug education, and nutrition education; (5) writing activities in human sexuality, drug, and nutrition education; (6) methods of "stepping back" and objectively considering instructional plans and processes; (7) two examples of values clarification exercises; (8) humanistic approaches to values clarification; and (9) techniques for implementing suggestions contained in the book. Appendices include terminology, references, examples of values clarification readings, film materials, tape and cassette materials, books on values clarification, and additional readings. (MJB)

ED 164 438 SP 012 461

Menlo, Allen

A Comparison of School-Related Perceptions, Attitudes, and Values of Teachers in Three Countries.

Spons Agency-Michigan Univ., Ann Arbor. Office of Community Education Research.; Michigan Univ., Ann Arbor. Rackham Graduate School.; Michigan Univ., Ann Arbor. School of Education.; Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.
Pub Date-Mar 78
Note-71p.; Paper presented at Annual Meeting of American Educational Research Association (Toronto, Canada, March 30, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Comparative Analysis, *Cross Cultural Studies, *Educational Psychology, Elementary Secondary Education, *Foreign Countries, Questionnaires, Self Concept, Statistical Studies, Student Teacher Relationship, *Teacher Attitudes
Identifiers-England, United States, West Germany

This study concerns itself with a comparison of selected interpersonal and intrapersonal perceptions, attitudes, and values of teachers in industrial cities in three countries England, West Germany, and the United States. The nonsubstantive, positional nature of teachers' responses were compared across the three national settings, and questions were posed with the expectation that the teachers' answers might lead to a clarification of some psychological issues or problems across the three cultures. The three questions posed were: (1) Do teachers in one national setting differ from teachers in the other national settings regarding their perceptions of their autonomy within their classrooms and schools, their perceptions of the daily work of the teacher, their attitudes toward their colleagues and their students, and their styles of responding to inquiry? (2) Do the influence relationships between interpersonal and intrapersonal factors that exist in one national setting differ from the way they exist in the other national settings? and (3) Do the teachers in their respective national settings differ regarding the personal-social values they wish students to acquire through school experience, and the acquisitions they seek for themselves through the experience of teaching? Statistical analysis employed two-tailed tests of significance, one-way analysis of variance, and chi-square analysis. Extensive analysis and discussion of the results is provided along with the data. An appendix provides examples of the questionnaires used in each country, and references are also included. (DS)

ED 164 439 SP 012 526

Tanner, Wendell R.

Developing and Implementing a Physical Fitness Program for Junior High School Utilizing a Peer-Tutoring Model.

Pub Date-Sep 77
Note-95p.; Ed.D. Dissertation, Nova University
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Junior High Schools, *Models, *Physical Education, *Program Descriptions, *Program Development, Program Evaluation, *Tutorial Programs, Tutors

This project was designed to develop and implement a model for providing a physical education program for the students at Bacon County (Georgia) Junior High School utilizing the resources available. The concept was based on the results of effective programs employing peer tutors as instructors. A corollary goal was to provide positive experiences for both tutors and the tutees. An additional objective of the project was to provide a program that was equal to or superior to the traditional physical education program taught by a trained teacher on a full-time basis. Meeting state standards for accrediting criteria was mandatory. (Author/JMF)

ED 164 440 SP 012 760

Kuehl, Raymond

Measurement of Cooperating Teacher Behaviors.

Pub Date- 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cooperating Teachers, Factor Analysis, *Hypothesis Testing, *Measurement Instruments, *Student Evaluation of Teacher Performance, Student Teachers, Student Teaching, *Task Performance, *Teacher Behavior, Teacher Education, Teacher Evaluation

The study focuses on the development of a valid and reliable instrument to measure independent variables of cooperating teacher behaviors. The secondary purpose was to determine if any of the demographic variables pertaining to the student teacher and the cooperating teacher were important in assessing the performance levels of cooperating teachers in fulfilling critical behavior tasks and whether the responses are independent of student teacher variables but related in anticipated ways to cooperating teacher variables. The population of the study included 1,068 teacher education majors in Iowa and 16 resident coordinators of student teaching. The data were subjected to a varimax factor solution for item reduction purposes and multivariate analysis to test nine null-hypotheses. Ten critical behavior tasks serve as the factors for the analysis. The nine hypotheses used the criteria of sex, grade point, major area of preparation, and grade received to measure student teacher variables, and sex, highest degree, total years in teaching, number of student teachers supervised, and completion of a course titled Supervision of Student Teaching'' to measure cooperating teacher variables. (DS)

ED 164 441 SP 012 802

MacNaughton, Robert H.

Partnership in Spirit and in Fact: A Description of the Parma Teacher Education Project.

Pub Date-78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Supervisors, Cooperating Teachers, *Cooperative Programs, *Field Experience Programs, Higher Education, Learning Modules, *Preservice Education, *Program Descriptions, Program Evaluation, *Public Schools, *Student Teachers, Teacher Centers

A field experience cooperative education program between Cleveland State University and a local public school is described. The program consisted of three major segments: the Junior Participators Program, the Parma Teacher Education Center North, and the Curriculum and Methods Program. The first program provided supervised work with children during the junior year of a student's professional coursework. The teacher center segment sought to promote improvement of both preservice and inservice teachers through an interactive process. The curriculum and methods program was guided by two principles: the preparation of teachers should be a team effort involving academic specialists, experts in instructional methodology, and classroom teachers in the field; and performance standards for the methods students should be established and a systematic process established to enable the student to attain them. This last segment was evaluated by both students and the preservice and inservice teachers involved. Results showed that a successful program had been established both in terms of teachers using teaching strategies and resources, and in planning, evaluating, and achieving learning objectives. (DS)

ED 164 442 SP 012 821

Whitehead, Graham
Enquiry Learning in Social Studies. ACER Research Series No. 101.
Australian Council for Educational Research, Hawthorn.
Pub Date-Apr 78
Note-180p.
Available from-Australian Council for Educational Research Limited, P. O. Box 210, Hawthorn, Victoria, Australia 3122
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Development, Cognitive Development, *Critical Thinking, Educational Research, Elementary School Students, *Experimental Programs, Grade 6, *Inquiry Training, *Learning Processes, Methods Teachers, Primary Education, Problem Solving, Program Descriptions, *Social Studies, Statistical Studies, *Teaching Techniques

Teaching enquiry methods, that is, skills concerned with constructing knowledge from available information and searching for new information, is the subject of this study, which provides a background to the subject as well as a review of research. The study sought to answer the question of whether problem-solving performances of primary school children could be improved through training. Two training programs were developed and implemented with 216 grade-six children, drawn from six primary schools located in middle-class areas of Melbourne, Australia. Attention is given to the rationale behind the training, the nature of the training, the evaluation techniques, and the experimental design employed. Results showed that those children in the investigation who had the benefit of a teacher who taught the skills and explained what was expected were clearly superior in performance to students whose teacher encouraged them to talk but who primarily acted as discussion controller rather than as an instructor. Tables illustrating the collected data, and references, are included. (DS)

ED 164 443 SP 012 996

Nelson, Miles A. Ankney, Paul H.

An Investigation of the Relationships Between Formal Thinking and Teaching Ability. Research Bulletin Number 2.

Churchlands Coll. of Advanced Education (Australia).
Pub Date-77
Note-46p.; Paper presented at the Annual Conference, Western Australian Science Education Association (3rd, September 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Abstract Reasoning, *Cognitive Style, *Effective Teaching, Foreign Countries, Intellectual Development, *Logical Thinking, Performance Factors, Planning, *Teaching Skills
Identifiers-Australia

It is hypothesized that certain mental structures are related to certain teaching skills. These structures are identified as combinatorial logic, essential to planning lessons, and hypothetical reasoning, an important aid in analyzing lessons. These formal thinking abilities should result in greater improvement during practice and later teaching. It was assumed in testing this hypothesis that there is a relationship between three teaching competencies planning lessons, analyzing lessons, and manipulation of concrete and abstract ideas to derive generalizations that may be used to improve teaching and the cognitive style of the teacher. Teacher education students were assessed in individual interviews for formal thinking abilities. Tests consisted of Piaget's colorless liquids, stickman, and conservation of motion tasks, and a paper and pencil test of formal reasoning. Reliability of teaching ability rankings was checked by supervisors who ranked the student over a period of four months. Results of this research did not support the hypotheses that related lesson planning to combinatorial logic and overall teaching effectiveness to formal thinking. Data supported the hypothesized relationship between the ability to analyze lessons and hypothetical reasoning. Samples of the tests used are appended to this report. (JD)

ED 164 444 SP 013 175

Berry, Charles A.

Inservice Education Programs; Current and Predicted as Viewed by Selected Principals and Superintendents.

Grambling State Univ., La.
Pub Date-May 78
Note-18p.; Light type may not reproduce clearly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Factor Analysis, Futures (of Society), Inservice Education, *Inservice Programs, *Needs Assessment, *Prediction, *Principals, *Program Development, Questionnaires, *Superintendents

Two sets of administrators (principals and superintendents) were asked if selected inservice education programs were being implemented currently in the respondents' schools and school systems and, secondly, what their perceptions were of the need for selected inservice education programs in the next five years. The study requested responses of a priority ranking to the need for each of 26 inservice education programs during the next five years. An indication of which of the 26 programs was currently being offered in a school or school system was also requested. Responses of the principals showed a greater frequency for those programs mandated by law as well as some of those which represented the concerns of the public. Both principals and superintendents anticipated a need to continue the current programs and placed low priority on programs that would focus on greater personal-social-career development of pupils. (DS)

ED 164 445 SP 013 186

Ray, Douglas

Collapsing Educational Systems. Comparisons of Policy and Administration in Teacher Education.

Pub Date-May 78
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adjustment Problems, *Educational Administration, Educational Change, Educational Demand, Educational Planning, *Educational Policy, Foreign Countries, *Retrenchment, *Schools of Education, *Teacher Education, Teacher Supply and Demand
Identifiers-England, Ontario, United States, Wales

An appraisal of three approaches for curtailing teacher education programs is presented with a focus on the United States, Ontario, and England during the interval 1970 to 1977. The examples illustrate three theoretical approaches to planning: social demand, which is measured by student enrollments; cost benefit, which compares the costs of programs compared to the extra productivity or earnings of graduates; and manpower planning, which analyzes the market and labor force to assess needs. The research emphasizes that none of the three countries managed the collapse of teacher education programs particularly well, and opportunities for emphasizing quality through the change were missed. Final recommendations emphasize (1) diversifying educational modes in an effort to promote life-long education; (2) making adjustments systematically; (3) retaining resources (including human resources) in the face of short-range economy measures. A bibliography is included. (DS)

ED 164 446 SP 013 189

Michele, Douglas B.
General Guidelines for Cooperating Teachers.
Pub Date-Jul 78
Note-48p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Anxiety, *Cooperating Teachers, *Guidelines, *Objectives, Practicums, Preservice Education, *Student Teachers, *Student Teaching, *Teacher Education

Cooperating teachers are an essential factor in the teacher education process. The stated objectives of these guidelines for cooperating teachers are to: (1) consider the expectations and anxieties of the student teacher, cooperating teacher, and university supervisor; (2) provide cooperating teachers with suggestions for introducing student teachers to the teaching experience; (3) provide suggestions for cooperating teachers; and (4) provide cooperating teachers with information particular to teacher education programs at Oklahoma State University. (JMF)

ED 164 447 SP 013 192

Dickstein, Leah

Mental Health Care for Women Students: Year 2000.

Pub Date-Mar 78
Note-13p.; Paper presented at the Mental Health Section, American College Health Association Annual Meeting (56th, New Orleans, Louisiana, March 30, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Emotional Problems, *Females, *Futures (of Society), Group Therapy, Health Services, Higher Education, Interpersonal Relationship, Life Style, *Mental Illness, Self Concept, Self Esteem, *Social Change

Rapid social change as it affects the mental health of women is examined. Increased stress for women is predicted as social mores change in the future, relaxing sexual relationships toward the fleeting and more casual, and expecting women to attain higher career goals and independence. Projected needs in the field of mental health services are discussed, emphasizing the success of group therapy as a treatment for women who have difficulty coping with life situations. (JD)

ED 164 448 SP 013 199

Wardle, Francis

PACER Model: Skills and Personal Characteristics of Alternative Elementary Free School and Open School Teachers.

Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Elementary Schools, *Elementary School Teachers, Experimental Schools, *Open Plan Schools, *Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics, Ungraded Schools
Identifiers-PACER Model

This essay outlines the skills and qualities that an alternative, open, elementary school teacher should possess. These criteria are based on the PACER model of 30 students, age 4 to 12, learning in an ungraded, unstructured environment. (The PACER model adheres to the idea that all experiences and all learning situations are of equal importance.) Some of the skills and characteristics emphasized here are: ability to continually change and adapt to the environment; love of children; ability to counsel students; pleasure in physical activities; ability to teach basic academics; ability to construct and play games; the penchant to work well with other adults; possession of an even temper and ego; adequate knowledge of psychology and learning theories; and an ability to make creative decisions. (MH)

ED 164 449 SP 013 205

Guidelines for Physical Education in the Secondary Schools.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-78
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adapted Physical Education, Educational Environment, Legal Responsibility, *Physical Education, Program Administration, Program Content, *Program Development, *Program Guides, Program Planning, *Secondary Education
Identifiers-Education Amendments 1972 Title IX

The objective of this guide is to aid administrators and teachers in planning effective physical education programs that will promote the health, fitness, growth, development, and self-realization of all youth. The guidelines set forth a broad, constructive, continuing series of educational experiences for secondary school students grades 6 through 12. Specific consideration is given to the following: (1) the concept of physical education; (2) administrative considerations: legal provisions and recommended standards; (3) conditions for optimal teaching and learning; and (4) determining the content of a physical education program. Selected references and sources of free materials are provided. (DS)

ED 164 450 SP 013 206

A Review of Inservice Education in Texas.
Texas Education Agency, Austin.
Pub Date-78
Note-55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Data Analysis, Educational Change, Education Service Centers, Elementary Secondary Education, *Inservice Teacher Education, *Program Descriptions, Program Evaluation, *Staff Improvement, *State Programs, *State Surveys
Identifiers-*Texas

An analysis of staff development practices in Texas during the year 1975-76 is provided, and four principles of effective inservice education (planning, situational design, content, and support) are outlined. The summary of findings is based on data from three unpublished dissertations, which had compiled data gathered via questionnaire from teachers, principals, and supervisors in 68 Texas school districts. Information centered around the following areas: (1) participation of personnel; (2) situational design of the inservice program; (3) evaluation and evaluation techniques; (4) content of programs; (5) source and amount of funding for inservice; and (6) incentives for teachers to participate. Analysis of the data and discrepancies in the findings are provided, as well as possibilities for future paths. References are included. (DS)

ED 104 451 SP 013 214

Morrison, Gaylord D., Ed.
Proven Practices in Education.
Pub Date-78
Note-82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Classroom Techniques, Creative Teaching, *Effective Teaching, *Elementary Secondary Education, Instructional Innovation, Motivation Techniques, *Success Factors, Teachers, Teaching Experience, *Teaching Techniques
A collection of 134 practical teaching tips and strategies is offered with the objective of presenting practical innovative ideas, primarily for elementary school teachers. The suggestions are contributed by veteran teachers who were asked to report a practice they successfully used in a classroom or school setting. Subjects range across most aspects of classroom and school experiences. (DS)

ED 164 452 SP 013 222

Haywood, Kathleen M.

Children's Basketball Performance with Regulation and Junior-Sized Basketballs.

Pub Date-78
Note-12p.
Available from-Dr. Kathleen Haywood, Department of Behavioral Studies, University of Missouri, 8001 Natural Bridge Road, St. Louis, Missouri 63121
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Athletics, *Basketball, *Elementary Grades, Motor Development, *Object Manipulation, *Performance Factors, *Physical Education, Skill Analysis, Skill Development
Identifiers-Junior Sized Basketball

The smaller size and lower strength level of children may indicate that adaptations of sport-type games, such as basketball, are necessary to maximize skill performance. Children between the ages of 9.0 and 12.7 years were given two subtests of the Alliance for Health, Physical Education, and Recreation Skills Test, the Speed Pass and Front Shot. Each subject performed once with a regulation basketball and once with a junior-sized basketball. Performance on both tests improved with increasing age and experience. All subjects performed better on the Speed Pass test with the junior ball, as did children under 10.5 years on the Front Shot test. Boys also performed better than girls on the Front Shot test. (Author)

ED 164 453 SP 013 245

Bents, Richard H. Howey, Kenneth R.

Alternative Strategies for the Delivery of Inservice.

Pub Date-Nov 78
Note-20p.; Paper presented at National Council of States on Inservice Education National Conference (San Francisco, California, November 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Development, *Delivery Systems, Effective Teaching, *Inservice Teacher Education, *Instructional Improvement, Interpersonal Relationship, *Personal Growth, Professional Continuing Education, *School Environment, Teacher Behavior

The means by which different delivery strategies can be matched with or made to accommodate to different inservice goals are discussed. A framework for assessing when one delivery strategy is more appropriate than another is provided. The framework for planning inservice delivery outlines distinct but complementary strategies that focus upon three basic and related goals. The first of these goals is to enhance adult cognitive, intrapersonal, and interpersonal development as it impinges upon teaching effectiveness. The second is to alter environmental (school) conditions that impinge upon teaching effectiveness. The final goal is to improve teaching effectiveness directly, especially by altering teacher instructional behavior in situ. Teachers in this program engage in different forms of inservice to achieve these different goals and select their goals on the basis of their personal assessment of needs. Alternative strategies for the delivery of inservice education are considered necessary to achieve a comprehensive program. (JD)

ED 164 454 SP 013 249

Cambridge, Herbert, Comp.
Collier County Teacher Education Center Clinical Inservice Model. Report No. 111078.
Collier County Schools, Naples, Fla.
Pub Date- 78
Note-17p.
Available from-Collier County Public Schools, Textbook and Publications Dept., 3710 Estey Avenue, Naples, Florida 33942
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Clinical Experience, Faculty Development, Individualized Programs, *Inservice Programs, *Inservice Teacher Education, *Models, *Program Descriptions, Program Development, Public School Systems, *Teacher Centers, Teaching Experience
The development and implementation of clinical inservice for the Collier County Master Inservice Plan is described. Clinical inservice is a learning situation where the consultant and teacher are together with the pupil who is the ultimate recipient of the benefits derived from the anticipated newly acquired skills or knowledge. Clinical inservice education is characterized by learning experiences for teachers through their interactions with pupils or colleagues, parents, or administrators. The clinical approach to inservice requires the application of newly acquired skills and knowledge to real situations. The rationale for this approach is outlined, and the model developed by Collier County is described. (JMF)

ED 164 455 SP 013 306

Professional Competency Requirements for the Basic Generic Program.
Dominican Coll. of San Rafael, Calif.
Pub Date-78
Note-64p.; For related documents, see SP013307 and SP013308
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Child Psychology, *Curriculum Guides, Diagnostic Teaching, Educational Counseling, Educational Strategies, Exceptional Persons, Higher Education, Language Development, Legal Problems, *Performance Based Teacher Education, Practicums, Preservice Education, *Program Descriptions, *Special Education, *Teacher Programs, *Training Objectives

A preservice, competency-based teacher education program is presented in this special education program and curriculum guide. Some of the behaviors required by the competencies include: assessing an individual child's learning abilities; working in a variety of educational settings; choosing a curriculum to teach children with different abilities; creating and using "teacher-made" instructional aids; running actual parent conferences; and designing a myriad of theoretical programs, behavioral management approaches, and curriculum interventions. Each competency has a specific goal that must be met before it can be "signed off" by the professor. Specific requirements center around the following eight areas: (1) observation and practicum in special education; (2) psychology of the exceptional child; (3) psychoeducational strategies in special education; (4) language development in special education; (5) curriculum innovation in special education; (6) diagnosis and assessment of learning abilities; (7) legal rights of the handicapped; and (8) counseling and consultation in special education. The program is designed to build from the knowledge level through the skills level to the performance level. Each specific requirement within these broad areas is set forth with specific goals, objectives, and a teacher evaluation form, and each student must meet requirements to be recommended for licensing. (DS)

ED 164 456 SP 013 307

Professional Competency Requirements for the Specialist Preparation Program in Learning Handicapped.

Dominican Coll. of San Rafael, Calif.
Pub Date-78
Note-25p.; For related documents, see SP013306 and SP013308
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academically Handicapped, *Curriculum Guides, Educational Strategies, Higher Education, *Performance Based Teacher Education, Practicums, Preservice Education, *Special Education, Student Teaching, *Teacher Programs, Training Objectives

Requirements for advanced specialization in the learning handicapped special education program at Dominican College are presented here. Requirements center around the following curricular areas: the learning handicapped child, student teaching the learning handicappped, and teaching strategies for the learning handicapped. Twenty specific requirements are identified along with goals and objectives. Evaluation forms are included with each competency requirement. (DS)

ED 164 457 SP 013 308

Professional Competency Requirements for the Specialist Preparation Program in Severely Handicapped.

Dominican Coll. of San Rafael, Calif.
Pub Date-78
Note-29p.; For related documents, see SP013306 and SP013307
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Guides, Educational Strategies, Higher Education, *Performance Based Teacher Education, Practicums, Preservice Education, *Severely Handicapped, *Special Education, Student Teaching, *Teacher Programs, *Training Objectives

The competency-based teacher education program presented here focuses on special education and the severely handicapped. Specific requirements are set forth concerning the following curricular areas: the severely handicapped child, student teaching the severely handicapped, and teaching strategies for the severely handicapped. Twenty-four specific requirements are established, and goals and objectives are included along with forms for teacher evaluation of competencies. (DS)

ED 164 458 SP 013 312

Hall, Guy O. And Others
MAGIC Day: The Cemetery in a Dual Classroom Role.
Indiana Univ. Southeast, New Albany.
Pub Date-78
Note-31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Education, *Elementary School Students, Experimental Programs, *Field Experience Programs, Grade 6, Humanistic Education, *Learning Activities, *Multisensory Learning, Program Content, *Program Descriptions, *Student Teachers
Identifiers-*Cemeteries

Activities for a field experience program involving 50-60 methods students and as many sixth graders is described; the program explores the cemetery as a place to pull together skills and concepts from subjects like reading, mathematics, language arts, science, and social studies. Activities involve tombstone rubbings, family trees, writing poetry and epitaphs, treasure hunts, exploring causes of death in the last century, investigation graveside ecology, and graphing demographic data. The future teachers benefit from this program through exposure to teaching and learning in an alternative setting. The children benefit through the improved quality of their project work and indications of a high level of positive cognitive change as well as affective change. (DS)

ED 164 459 SP 013 314

Johnson, Joseph C., II Sullivan, Gerald D.
Elementary Education Paraprofessional Programs.
Montana State Univ., Bozeman. Dept. of Elementary Education.
Pub Date-22 Sep 78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cooperative Programs, *Elementary Education, *Field Experience Programs, Higher Education, *Paraprofessional School Personnel, *Program Descriptions, Public Schools, Schools of Education, Special Education, Student Teaching, *Teacher Education
A cooperative paraprofessional experience program between the Elementary Education Department at Montana State University and the nearby public school system is described. Junior-level students enrolled for two quarters of paraprofessional training taken concurrently with two blocks of professional coursework. The benefits of the program were fourfold: (1) elementary school students, many with special needs, received extended instruction; (2) university students were able to observe and institute educational practices presented in coursework while assessing their own aptitude for teaching; (3) elementary school teachers received much needed help and assistance in instructional and teaching-related tasks; and (4) university instruction was much improved through opportunities provided for students to really appply skills. (DS)

ED 164 460 SP 013 326

Perelman, Phyllis F. And Others
The Consulting Teacher Program: Ten Years Later.
Vermont Univ., Burlington. Coll. of Education.
Pub Date-Oct 78
Note-20p.; Light type may not reproduce clearly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Consultants, Elementary Secondary Education, Handicapped Students, *Mainstreaming, Professional Personnel, Program Descriptions, *Resource Teachers, *Special Education, *Teacher Education
Identifiers-Consulting Teachers
A program designed to train learning specialists called consulting teachers who, in turn, train classroom teachers to educate handicapped children in the regular classroom setting is described. Consulting teacher trainees are selected on the basis of teaching experience, leadership capability, academic promise, and commitment to special education. The process specifications of the training program are composed of lectures, on-the-job practica, and apprentice-like advising. Graduate consulting teachers assist and train ssrclassroom teachers to deal with children who are mildly to moderately handicapped. (JD)

ED 164 461 SP 013 327

Weinberg, Herman

Focus on Undergraduate Personal/Professional Preparation in Physical Education.

Pub Date-78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Admission Criteria, Course Organization, *Curriculum Design, *Field Experience Programs, Internship Programs, *Physical Education, *Preservice Education, *Student Evaluation, Teacher Attitudes, Teaching Methods

A program is described that features an integrated course sequence and a continuous field-based experience. It focuses intensively on the individual needs and growth of the prospective physical education teacher. The primary components of the program are interrelated and designed to ensure that relevant content appears concurrently and sequentially. The four major elements in the program are: (1) selective student admissions and retention; (2) individual assessment of students; (3) seminar and field experience; and (4) intensive theory courses in human kinetics and movement education. The strength of this program is considered to be the process emphasis and organization rather than presentation of distinctly different subject matter. This process attempts to facilitate the personal and professional growth of the students in addition to helping them acquire the technical skills of teaching. (JD)

ED 164 462 SP 013 328

Practicum Experience Program.
Alabama A and M Univ., Normal.
Pub Date-31 Oct 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Choice, *College Supervisors, *Cooperating Teachers, *Education Majors, *Field Experience Programs, Interinstitutional Cooperation, *Practicums, Practicum Supervision, Preservice Education, Program Coordination, Student Teaching
Identifiers-Early Field Experience

This program is based on the recognized need to provide preservice teacher education majors with an opportunity to actively participate in the public school classroom. The program is designed to provide the student with classroom experiences that will assist in deciding if they seriously desire to be teachers, to develop perception of the role and duties of a teacher, and to give an opportunity to implement course-related materials and methods in a classroom setting. At the freshman level the student is exposed to the different educational levels of the school and the roles of the teacher. At the sophomore level the student experiences teacher-related duties in a chosen area and functions as a teacher aide. In the junior and senior years the student is allowed to work in a classroom setting as an apprentice teacher. The functions and responsibilities of the director of the practium experience program, the departmental coordinator, the cooperating teacher, and the university instructor are outlined in this report. (JD)

ED 164 463 SP 013 330

Green, Asa N. Patrenos, James H.
Performance Based Elementary Teacher Education.
Livingston Univ., Ala. Coll. of Education.
Pub Date-78
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Class Management, Curriculum Planning, *Elementary School Teachers, *Laboratory Training, *Learning Laboratories, *Performance Based Teacher Education, Program Descriptions, Spiral Curriculum, Student Evaluation, *Student Teaching, Teaching Styles

A program that includes teaching and learning theory in a realistically applied teaching-learning process for prospective elementary school teachers is described. Student teachers are required to participate in interaction seminars where theories of teaching and learning and their application are presented, discussed, and analyzed. In a laboratory setting, the professional staff demonstrates various teaching strategies through simulation, films, or video tapes of real instruction in process. The elementary teacher education students develop plans and instructional activities and, following this, teach the children for whom they have planned and developed these activities. Their performance is videotaped and analyzed by their peers and professors. The following skills are required to be demonstrated: (1) personal effectiveness skills; (2) student assessment skills; (3) instructional planning skills; (4) instructional management skills; and (5) interaction with students' skills. (JD)

ED 164 464 SP 013 331

Charles, C. M.
Project POINT; An Innovative Program in Elementary Teacher Education.
San Diego State Univ., Calif. School of Education.
Pub Date-1 Nov 78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Elementary School Teachers, Higher Education, *Performance Based Teacher Education, *Preservice Education, *Program Descriptions, Program Development, Program Evaluation, Student Teachers, *Student Teaching, Teacher Education Curriculum, Teacher Seminars, *Teaching Skills

Project POINT is a four-semester program of professional courses and student teaching, available to prospective elementary teachers at San Diego State University. Designed as an ideal program by task forces of over 50 teachers, school administrators, university professors, and student teachers, it focuses on skills of teaching in addition to the more customary content of courses in educational foundations and teaching methodology. Each participant in the program is assigned to a carefully selected master teacher, and must complete a one-year assignment in a first school and third- and fourth-semester assignments in different schools at different grade levels. The student teaching experience totals over 1,400 clock hours in public school classrooms. University classes are taught on-site, in facilities provided by the cooperating school districts. A team of five university professors provides instruction in various skills areas, such as community study, child study, behavior management, intellectual assessment, diagnosis, classroom management, lesson planning, unit planning, individualizing instruction, applying principles of instruction, curriculum development, questioning, role playing, communication techniques, and classroom control. Students apply their new skills immediately in student teaching, where they receive corrective feedback. (Author/DS)

ED 164 465 SP 013 333

Schiffgens, Michelle
Quest for Quality. A Model for Inservice Education.
Marycrest Coll., Davenport, Iowa.
Pub Date-Oct 78
Note-46p.; Pages with colored background may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Credits, *College School Cooperation, Cooperating Teachers, Educational Resources, *Inservice Teacher Education, *Interagency Cooperation, Junior High Schools, Preservice Education, *Program Descriptions, *School Districts

An inservice program designed to use the resources of the local school district, the area education agency, the regional graduate study center, and the college of education is described. A unique strength of the program is identified as providing opportunities for sharing between preservice and inservice teachers, between teachers and administrators from different school districts, and between national and local educators, primary through college levels, with similar interests and concerns. Both undergraduate and graduate credits can be earned by participation in the program. This report includes a list of participating personnel from each educational area, a sample budget, and a brief evaluation of the program. Recommendations are made for the successful implementation of a similar program. A comprehensive needs assessment by teachers and administrators is considered essential. Full participation on the part of cooperating agencies in every phase of the project is of prime importance. It is desirable to maintain a flexible schedule with a wide variety of topic choices. The option of academic credit is appreciated and seems to result in higher quality work. Appended aare workshop program descriptions and a workshop evaluation scale. (JD)

ED 164 466 SP 013 334

Clement, Robert J.
Nicholls Teacher Education Program.
Nicholls State Univ., Thibodaux, La.
Pub Date-78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Career Choice, Educational Psychology, *Field Experience Programs, Methods Courses, *Program Descriptions, Resource Centers, *Student Teaching, *Teacher Education, Teaching Skills, *Team Teaching
A teacher education course strongly emphasizing field work in classrooms, team teaching, and providing early opportunity for informed career choice is described. The following major objectives of the course are identified and their implementation described: (1) provide students with intensified field experiences very early in and throughout the teacher education program; (2) provide for more effective utilization of faculty through teaching teams; (3) provide for more program flexibility by using block scheduling of professional courses; (4) provide for early identification and counseling of prospective teachers; and (5) enhance individualization of instruction through the development and utilization of a learning resource center. (JD)

ED 164 467 SP 013 335

Reeves, Carolyn And Others
Bilingual Bicultural Teacher Training Program.
Mississippi State Univ., Mississippi State. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Bilingual Education, Choctaw, Elementary Education, Field Experience Programs, Higher Education, *Multicultural Education, Practicums, *Preservice Education, *Program Descriptions, Student Teaching, *Teacher Education Curriculum, *Teacher Programs, Team Teaching

The Bilingual/Bicultural Teacher Training Program at Mississippi State University was developed specifically to train Choctaw preservice teachers, or teacher aides, and other personnel working in Choctaw schools to work effectively in a bilingual/bicultural program. The program is flexible enough, however, so that other language groups can enter the program and receive training that would meet their needs. The major categories of academic preparation included in the curriculum are native language proficiency, linguistics, English as a Second Language (ESL), cultural awareness, bilingual/bicultural education methodology and theory, and assessment and luevaluation procedures in bilingual/bicultural education. The program provides both university and on-site training, and practice teaching experience occurs in the senior year. Further information is presented on specific goals and objectives of the program, personnel involved, the budget, and evaluation methods and results. The entire curriculum is provided in appendices, as well as a list of staff members on the project, and samples of student assignments for various courses. (DS)

ED 164 468 SP 013 336

HIP-An Alternative Program for the Preparation of Elementary Teachers.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cooperating Teachers, Elementary Education, *Field Experience Programs, *Humanistic Education, *Individualized Programs, Personal Growth, *Preservice Education, *Program Descriptions, Program Evaluation, Role Models, Student Teaching, Teacher Aides, Teacher Education
Identifiers-Early Field Experience

The HIP (Humanizing, Individualizing, Personalizing) program at the University of Missouri-Columbia was designed to meet demands of teacher educators, students, and school practitioners for earlier, expanded field experiences and for more direct linkage between basic theory and pedagogic practice. Certain basic assumptions are made in this program. Instructional approaches must be tailored to individual differences and learning paces. It is felt that students in preservice training should be given opportunities to model teaching behaviors exemplified by their own teachers. Supportive interpersonal relationships among students, cooperating teachers, and college supervisors are emphasized. A more direct linkage between basic theory and actual practice through classroom practice is sought. Participants in the program consider themselves members of a learning community with constant interaction and mutual decision making. The basic academic curriculum for the program is appended to this report along with evaluative statements from its participants. (JD)

ED 164 469 SP 013 339

Daryl V. Gilley Smith, Sonja
Peer Group Support System.
Mount Vernon Nazarene Coll., Ohio.
Pub Date-78
Note-23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Observation Techniques, Group Discussion, Helping Relationship, *Peer Evaluation, *Peer Groups, Program Descriptions, *Student Teachers, *Teacher Education, Teacher Improvement, Teaching Techniques

A program designed to help student teachers improve their skills through interaction with their peers is described. The Peer Group Support System (P.G.S.S.) is a self-evaluation process. Participants in the P.G.S.S. are elmentary student teachers, secondary student teachers, selected students enrolled in general methods courses and the faculty of the Department of Education. From this pool of individuals the student teacher may choose the members of his or her P.G.S.S. team. It is suggested that the team not exceed four members. The student teacher identifies a specific instructional element that he or she wishes the team to observe. This may be any activity, attitude, procedure, or skill, such as question skills, lecturing techniques, student involvement, discipline, motivation techniques, nonverbal cues, etc. Members of the P.G.S.S. team observe the student teacher in the classsroom, noting successes as well as failures. Following observation the team members and the student teacher discuss the noted comments. This procedure is intended to identify in a nonthreatening way areas where a student teacher may improve instructional techniques. (JD)

ED 164 470 SP 013 343

Department of Health , Education, and Welfare, Washington., D.C. Office of the Secretary.
Pub Date-6 Dec 78
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Athletic Programs, Athletics, *College Programs, *Dress Codes, Elementary Secondary Education, Federal Legislation, *Federal Regulation, Females, Public Policy, *Sex Discrimination
Identifiers-*Education Amendments 1972 Title IX
Title IX of the 1972 Education Amendments is the topic of these Department of Health, Education, and Welfare (DHEW) notices, which include both a proposed policy interpretation regarding intercollegiate athletic programs and a proposed amendment regarding federal regulation of school dress codes. The purpose of the first action is to ensure that colleges and universities understand their obligation to provide women an equal opportunity to achieve their full potential in athletic activities. The action establishes a two-part approach (immediate and long range) to compliance and enforcement which is designed to take account of the economic realities facing the nation's colleges. The purpose of the second action is to take DHEW out of the business of examining the rules imposed by local school authorities on the way students may dress or wear their hair. A statement by the Secretary of HEW on the proposed actions is also included. (DS)

ED 164 471 SP 013 354

Greenberg, Elinor And Others
The Educator's Role in Equal Rights.
Pub Date-1 Oct 78
Note-13p.; Paper presented at the Annual Conference on Experiential Education, Association for Experiential Education (6th, St. Louis, Missouri, October 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Education, Adult Education Programs, *Civil Rights, *Educational Needs, Equal Education, *Females, *Futures (of Society), Lifestyle, National Demography, Sex Role, *Socialization, Social Values, Trend Analysis, Working Women

Two questions must be asked by educators when assessing their role: How should opportunity, access, and democratic intent be used to further the fullest development of each individual to the limits of his or her potential? How do our institutions, in particular, our schools, play a role in facilitating that development? These questions are especially relevant to the problem of equal rights for women in a society in which the number of women in the schools and in the work force is increasing. In the light of these trends, college education for women is becoming more of a necessity, and it is necessary to examine our institutional objectives in terms of their relevance to women. Adult education programs especially need to be examined since from 60 percent to 80 percent of the students in these classes are female. (DS)

ED 164 472 SP 013 357

Hamermesh, Frances W. And Others

Preparing Professionals for Family Life and Human Sexuality Education.

Michigan State Dept. of Health, Lansing. Bureau of Personal Health Services.
Pub Date-78
Note-212p.; Parts may not reproduce clearly due to light type
Available from-Michigan Dept. of Public Health, Bureau of Personal Health Services, 3500 N. Logan Street, Lansing, MI 48909 (free of charge)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Ethical Instruction, *Family Life Education, Guides, Health Activities Handbooks, Health Education, *Inservice Teacher Education, *Instructional Materials, *Manuals, *Preservice Education, *Sex Education, Sexuality

This handbook offers several models for inservice or preservice classroom sessions in the teaching of family life and human sexuality education. Each training session presents: model instructional goals and objectives; a syllabus; background information and sources for further information; and suggestions for a variety of individual and group activities. The appendices include the Michigan School Code Amendments relevant to family life and human sexuality education and the Interfaith Statement on Sex Education. (MM)

ED 164 473 SP 013 366

Thompson, L. J.
A Survey of Reinforcement Preferences. Research Bulletin Number 3.
Churchlands Coll. of Advanced Education (Australia).
Pub Date-78
Note-74p.; Light type may not reproduce clearly
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Behavior Change, *Elementary Education, Foreign Countries, Learning Motivation, *Motivation Techniques, Performance Factors, *Positive Reinforcement, Reinforcement, *Student Attitudes, *Teacher Attitudes
Identifiers-Australia
The question examined by this study was: Are the traditional reinforcers common to many planned programs of reinforcement in the classroom relevant and meaningful to the pupils themselves? Data is reported from a questionnaire administered to seven-year-old pupils, ten-year-old pupils, and their teachers. A discrepancy was found between reward preferences of the pupil samples and those of the teacher samples. Age and attainment level were found to be significant variables related to pupils' reward preferences. Ten-year-old pupils placed more emphasis on nontangible reinforcers than did seven-year-old pupils. Ten-year-old pupils of high attainment level placed greater emphasis on nontangible reinforcers than did ten-year-old pupils of low attainment level. Possible explanations and implications of the findings are discussed in this report. (Author/JD)

ED 164 474 SP 013 368

Ediger, Marlow
Developing the Relevant Elementary Curriculum.
Pub Date-74
Note-103p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Academic Achievement, *Curriculum Development, *Educational Innovation, Educational Trends, *Elementary Education, Enrichment Activities, Instructional Materials, Interpersonal Relationship, *Relevance (Education), Student Evaluation, Student Interests, *Teacher Education

In this manual, written for the education of preservice and inservice teachers, supervisors, and administrators, the emphasis is placed on developing an elementary school curriculum that relates subjects to the child's growing experience in everyday life. In seven chapters the following major topics are covered: (1) objectives in the curriculum; (2) learning activities and the pupil; (3) organization of the curriculum; (4) evaluating innovation in the curriculum; (5) trends in the curriculum; (6) assessing pupil achievement; and (7) democracy and the curriculum. (JD)

ED 164 475 SP 013 380

Walker, Paul Randy, Ed.

The Institutionalization of Change and Inservice in Schools and Colleges of Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Far West Teacher Corps Network, Bellingham, Wash.
Spons Agency-National Inst., of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-64p.; Based on papers presented at the Workshop of the Far West Teacher Corps Network (Reno, Nevada, May 1978)
Available from-Far West Teacher Corps Network, Western Washington University, Bellingham, Washington 98225 (free)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Change Strategies, *Educational Change, *Field Experience Programs, Higher Education, *Inservice Teacher Education, *Institutional Role, *Organizational Change, Program Development, *Schools of Education, Universities
Identifiers-*Teacher Corps

Institutional change in schools of education is discussed here with special regard for field-based teacher education programs and inservice education, both of which are viewed as potential growth areas in schools with declining enrollments. The first article deals with the challenge that inservice education offers, both in terms of growth opportunities and the demand for new skills from teacher educators. The reform of the teacher educator is the subject of the second article, which offers a grand design for collaborative problem solving. The third article examines the history of inservice practices, resources for field programs, field experiences and professional career development, planning for college participation, opportunities and potential pitfalls, and systematic planning and design. Organizational constraints to institutionalizing change in secondary schools and institutions of higher education is reviewed in the fourth article, and the fifth focuses on building readiness for change at the University of Oregon. The final article offers an organizational analysis of the involvement of universities in inservice education, stressing the economic,

political, and sociological constraints involved. References are provided. (DS)

ED 164 476 SP 013 402

Galluzzi, Edward G. And Others
The Teacher's Role in Others-Concept Development. Studies in Curriculum Development No. 5, 1978.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
Pub Date-Dec 78
Note-44p.
Available from-Curriculum Research and Development Center, Statesman Towers West, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavior Development, *Children, Elementary Education, *Interpersonal Relationship, *Peer Relationship, *Student Attitudes, *Teacher Role

This monograph attempts to provide a new framework in which to understand children's perceptions of one another and suggests some methods for effecting positive change in interpersonal attitudes and behavior. Section one of the document provides a general introduction to the others-concept, a term which refers to a person's perceptions of others. Section two provides a definition and some explanation of the others-concept as an orientation toward others which appears to develop early in life. The third section presents empirical findings that demonstrate the relationship between a person's others-concept and actual behavior. In the fourth section an effort is made to understand the development of the others-concept in the context of well-established theories of developmental psychology. Section five deals with the assessment of a person's others-concept, including formal testing by means of the Paired Hands Test and also informal procedures that the teacher may devise. Practical suggestions and ideas for teachers are presented in the sixth section. Some conclusions and references appear at the end. (DS)

ED 164 477 SP 013 412

Mitchell, Bruce M. Wilkens, Robert F.

The Measurement of Attitude Change in Creative Problem Solving Programs.

Pub Date-79
Note-8p.; Paper presented at Annual Conference Association of Teacher Educators (59th, Orlando, Florida, February 19-21, 1979)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Changing Attitudes, *Creative Development, Creativity, Problem Solving, Teacher Attitudes, *Teacher Education, Teaching Methods

A course designed to acquaint teachers and teacher trainees with the nature of the creative process and its development in school environments is described. Students in the instruction sections first examined existing instructional procedures and environmental conditions that constitute a barrier to the development of creativity. Students attempted to find alternatives to existing situations in order to create instructional settings that would be conducive to improvement of creative problem-solving skills. Finally, participants constructed operational plans for the development of creativity in classrooms. Activities included "brain-storming" exercises, performing "unusal uses" tasks, responding to "what would happen if" questions, presentations based on reading and research, and participation in creative problem-solving tasks. Results of final opinionnaire scores on the part of participating students indicated that the creativity course has the capacity to produce definite attitude changes in favor of teaching styles that develop creativity. (JD)

ED 164 478 SP 013 413

Mitchell, Bruce M. Dodson, Edward

S.P.I.C.E. Workshop Model: An Approach to Alternative Programs for the Disadvantaged Gifted.

Ventura County Superintendent of Schools, Calif.
Pub Date-78
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academically Gifted, Black Leadership, Black Students, Cooperative Planning, Culture Free Tests, *Economically Disadvantaged, *Leadership Training, *Minority Groups, Parent Attitudes, *Program Planning, *School Community Cooperation, Student Attitudes

Major problems associated with subcultural variations in school performance that interfere with the development of special programs for disadvantaged, gifted students are discussed. These problems include the difficulty of identifying gifted minority students by usual testing methods, the nature of programs that may be devised to benefit them, and obtaining acceptance of such programs by school authorities. A model program is outlined in an attempt to deal with these multiple problems. Development of "culture fair" tests is proposed as a first step in identifying students for the program. Recognizing the culture conflict between the powerless poor and the average middle class is an important factor in successful program planning. The cooperation of the family and the community is a desirable goal. It is emphasized that the responsibility for developing this program must be shared equally with the adult members of the minority group. (JD)

ED 164 479 SP 013 414

Mitchell, Bruce M.
Creativity and the Poverty Child.

Pub Date-Mar 75
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Creative Thinking, Culture Conflict, *Disadvantaged Environment, *Economic Disadvantagement, Family Background, Fantasy, *Parent Attitudes, Pretend Play, School Role, Self Concept, Student Attitudes, *Vocabulary Skills

A profile of the attitudes and environment of the child from an impoverished family is drawn, illustrating the factors that inhibit such a child in developing creative problem-solving skills. The attitudes and atmosphere of the poverty home and culture are outlined. It is pointed out that limited vocabulary and low motivation are typical of such homes, making adjustment to school and the cultural values emphasized there difficult. The importance of developing the ability to fantasize and to increase language skills in poor children is stressed. (JD)

ED 164 480 SP 013 415

Stacy, Mona Mitchell, Bruce
Preparing Gifted Leaders for a Futuristic Society.
Pub Date-78
Note-5p.; Small print may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academically Gifted, Change Agents, Creative Ability, *Creative Thinking, Decision Making, *Elementary Education, *Futures (of Society), *High Achievers, Imagination, *Leadership Training, Learning Modules, Self Actualization

An advanced learning center for gifted students from the third through the eighth grade is described. The goal of this program is to provide children who have leadership potential with a curricular environment that allows opportunities to probe, experiment, hypothesize, synthesize, and analyze in order to act and interact with others. This same environment emphasizes the creative, imaginative interaction; the why as well as the how giving encouragement to the development of an individual who possesses high academic aspiration. All activities written within the future-aimed curriculum are geared to assist the learners to : (1) understand themselves; (2) know the reasons for accepting or making change for the future; (3) understand the process of inventing alternative futures; and (4) accept the responsibility for action in initiating alternative futures. Two sample learning activities are outlined to clarify the teaching methods used in this kind of instruction. (JD)

ED 164 481 SP 013 420

Planning Health Education Programs in Oregon Schools. Administration.
Oregon State Dept. of Education, Salem.
Pub Date-78
Note-67p.; Light type may not reproduce clearly
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Community Health, *Curriculum Planning, Educational Objectives, Elementary Secondary Education, *Health Education, Mental Health, *Program Development, *Public Health, Safety, *State Standards

Suggestions are offered to help schools develop health education programs that will meet individual and community health needs and concerns. An outline is provided for designing a curriculum in elementary and secondary schools that will cover the topics of physical and mental health, attitudes and responsibilities that will promote safety, and community health. Appended are sample surveys that may be used to determine health needs in the school and the community. (JD)

ED 164 482 SP 013 429

Yanosko, Barbara J.

A Model for an Individualized College Program in Learning Skills.

Pub Date-78
Note-15p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*College Students, Educational Diagnosis, *Individualized Instruction, *Learning Difficulties, Pacing, Self Evaluation, *Skill Development, Small Group Instruction, *Testing Problems, *Test Wiseness, Workshops

In this program for college students the goal is to help students learn more efficiently and effectively. Designed primarily to aid the under-prepared student, the program attempts to fill in gaps in the student's background and help him or her learn those techniques that are necessary to college survival. A diagnostic survey is conducted with the individual student; and areas in which definite problems are apparent are identified. Materials and readings are recommended based on the student's needs both in terms of skills and time. Personal contact and interaction between students and the attending staff is emphasized. Workshops are designed for less serious problems and are conducted on a small group discussion basis. Self-evaluation is an important element in this individualized program. Test anxiety was found to be one of the major problems facing students and was considerably helped by the program. Preliminary statistical analyses of students participating in the learning skills laboratory are appended. (JD)

ED 164 483 SP 013 436

1978 Minutes of the 37th Annual Meeting of NJCAA.
Pub Date-Mar 78
Note-100p.; Not available in hard copy due to small print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Athletics, *Conference Reports, Junior Colleges, *Meetings, *Professional Associations
Identifiers-*National Junior College Athletic Association
The activities of the 37th annual meeting of the National Junior College Athletic Association in March 1978 are chronicled. (MM)

ED 164 484 SP 013 437

Killian, George E., Ed.
Official Handbook and Casebook of the National Junior College Athletic Association.
Pub Date-1 Aug 78
Note-251p.; Not available in hard copy due to small print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Athletics, Guides, Junior Colleges, *Manuals, *Professional Associations
Identifiers-*National Junior College Athletic Association
This handbook includes such information as: officers of the association; calendar of events (1978); listings of standing committees of the association; history and philosophy of the organization; the constitution and by-laws; association representatives; association champions; association records relevant to particular sports; awards granted; and participation surveys. A casebook'' is appended that presents examples to assist the reader in interpreting rules of eligibility for participation in junior college athletic programs. (MM)

ED 164 485 SP 013 438

Gay, John And Others
Current Health Problems.
Pub Date-Jan 79
Note-296p.; For related document, see SP 013 439
Available from-W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 ($9.95)
Document Not Available from EDRS.
Descriptors-Age, Communicable Diseases, *Decision Making Skills, Drug Abuse, *Health, *Health Education, Mental Health, Physical Health, *Self Concept, Sexuality, *Social Problems, *Textbooks

The basic premise of this text is that, in addition to the presentation of basic cognitive and affective information, health education should go one step further by assisting student in developing decision-making skills. The text begins by offering the student a basic foundation of what is meant by health and how this meaning applies to the world, the nation, and the individual. The following section on mental health focuses on self-concepts, emotions, crises, mental illness, problem solving, and exploring ways of changing and growing. Chapters on sexuality are designed to present scientific information about the social, emotional, and physical elements of sex, sexuality, and sexual relations. The total combination of drugs, personality, and society is considered in section four, and factual information is examined in conjunction with decision-making skills. Section five discusses chronic and communicable diseases and preventive measures. The final section deals with health and aging; three ways of aging are identified: biologically, psychologically, and sociologically. Included in some chapters are exercises to assist the reader in clarifying attitudes and values; each section concludes with exercises designed to develop decision-making skills. References are also included. (DS)

ED 164 486 SP 013 439

Gay, John
Current Health Problems. Resource Guide and Test Questions.
Pub Date-Jan 79
Note-107p.; For related document, see SP 013 438
Available from-W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (Free with purchase of SP 013 438)
Document Not Available from EDRS.
Descriptors-Age, Communicable Diseases, *Decision Making Skills, Drug Abuse, *Health Education, Mental Health, Physical Health, *Resource Guides, Self Concept, Sexuality, *Social Problems, *Teaching Guides, *Tests

This teaching guide accompanies the text CURRENT HEALTH PROBLEMS and is intended for use in conjunction with that text. It provides guidelines on discussion situations, teaching and learning activities, test questions, and teaching resources. Special emphasis is placed on film resources. The purpose of the guide is to suggest affective learning experience utilizing the cognitive domain put forth in the text. (DS)

ED 164 487 SP 013 441

The State of Teacher Education 1977. Sponsored Report Series.
Lewin and Associates, Inc., Washington, D.C.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-77
Contract-OEC-0-74-9279
Note-128p.; Light type may not reproduce clearly
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Educational Assessment, Educational Finance, Educational Planning, Educational Programs, *Preservice Education, *State of the Art Reviews, *Surveys, Teacher Characteristics, *Teacher Education, Teacher Supply and Demand

This report is a summary of the National Survey of the Preservice Preparation of Teachers. It presents data on the condition of preservice teacher education and summarizes future planning activities now underway in teacher education institutions. Information is provided on the perceptions of various groups regarding the supply and demand for teachers, on the programs offered, and on the costs. Several problem areas in teacher education are illuminated. Five major topics are examined and discussed: (1) teacher supply and demand; (2) fiscal issues in teacher preparation; (3) professional trends; (4) demographic characteristics of recent graduates from teacher education programs; and (5) experimental developments and their impact on teacher preparation. A technical description of the study is appended. (JD)

ED 164 488 SP 013 446

Current Awareness in Health Education.
Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Pub Date-Oct 78
Note-20p.; First in a series entitled Current Awareness in Health Education.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Community Education, Elementary Secondary Education, *Health Education, Life Style, Patients (Persons), Self Care Skills, Sex Education, Smoking

Included in this annotated bibliography on health education are journal articles, monographs, and government reports. Topics covered are patient education, community health education, school health education, sex education, lifestyle, general health education, research and evaluation, smoking, self-care, and other miscellaneous areas. It contains citations from 1977 and 1978 only. (DS)

ED 164 489 SP 013 447

Blackmon, C. Robert And Others

Evaluation of Student Teachers: Ratings by Supervising Teachers on Nine Performance Variables. Research Report, Vol. 8, No. 4.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.
Pub Date-Oct 78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Behavior Rating Scales, *Cooperating Teachers, Evaluation Criteria, *Student Evaluation, *Student Teaching, *Teacher Behavior, Teacher Characteristics, Teacher Supervision

The ratings given by supervising teachers to student teachers over a two-year period were studied with the aim of determining a consensus on evaluating the student teaching experience. The following nine performance variables were selected as important to successful teaching: (1) enthusiasm; (2) English usage; (3) poise; (4) classroom control; (5) teaching skills; (6) organization; (7) command of subject; (8) general information; and (9) overall teaching performance. Some conclusions reached were that supervisors' ratings of student teaching performance tend to be consistent with cumulative academic achievement; the sex of the student had little influence on performance; and elementary teachers received higher ratings than secondary teachers. The high correlations among the nine teaching performance variables, the supervising teachers' ratings on overall evaluation, and a constructed Factor 1 (an index reflective of the nine teaching performance variables) suggest the existence of a factor controlling the supervising teachers' ratings on teaching performance variables. It is suggested that an intern's teaching effectiveness is influenced by the personality of the intern, and that physical attractiveness may be a predictor of a student teacher's progress and potential. (JD)

ED 164 490 SP 013 448

Larson, Alan H.
Delphian Curriculum. Graduation Requirements.
Delphian Foundation, Sheridan, Ore.
Pub Date-78
Note-22p.
Available from-Delphian Press, Route 2, Box 195, Sheridan, Oregon 97378 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Ability, Academic Standards, *Alternative Schools, Elementary Secondary Education, *Evaluation Criteria, *Experimental Curriculum, *Graduation Requirements, Study Skills
Identifiers-*Delphian School
Graduation requirements in the Delphian School are presented for primary, elementary, middle, and secondary levels. The Delphian curriculum is based on eight dynamics (fundamental urges or drives that motivate conduct); requirements are not stated in terms of time in the course room or grades or required courses, but rather in terms of abilities. This document describes the fundamental requirements in terms of the eight dynamics and the four educational levels. Emphasis in placed on ability to study, to evaluate data logically, and to act responsibly on the basis of the evaluation. (DS)

ED 164 491 SP 013 454

Hale, Bruce D. And Others

Iris Pigmentation and Fractionated Reaction and Reflex Time.

Pennsylvania State Univ., University Park. Coll. of Health and Physical Education.
Pub Date-78
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cerebral Dominance, Eye Hand Coordination, *Eyes, *Motor Reactions, *Neurological Organization, *Perceptual Motor Coordination, Psychomotor Skills, *Reaction Time
Identifiers-*Iris Pigmentation

Behavioral measures, fractionated reaction and reflex times by means of electromyography, were used to determine if the eye color differences are found in the central or peripheral regions of the nervous system. The purpose of this research was to determine the truth of the hypothesis that dark-eyed individuals have faster reflex and reaction time than those with light eyes. Two experiments were conducted on subjects divided equally by eye pigmentation. The first fractionated simple reaction time into premotor and motor components by electromyography. Analysis of variance revealed that dark-eyed subjects had faster total reaction times and premotor times, but only the premotor time component approached significance. The second experiment fractionated patellar reflex time of light-eyed and dark-eyed subjects into reflex latency and motor components. There were no eye color differences for any of the reflex-time measures. The results of the two experiments support a central nervous system explanation for the iris pigmentation-reaction time phenomenon. (Authors/JD)

ED 164 492 SP 013 455

Denton, Jon J. Norris, Sherrill A.

Regression Models and Learner Cognitive Attainment: Means and Ends for Assessing a Student Teacher's Competence.

Pub Date-78
Note-41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Cognitive Objectives, *Evaluation Criteria, *Evaluation Methods, Expectation, Higher Education, *Multiple Regression Analysis, *Student Improvement, *Student Teachers, Time Factors (Learning)

The feasibility of using student cognitive attainment to determine the competence of student teachers is studied. Data on four influencs (common to all student teaching experiences) were gathered by investigating four research questions: (1) expectancies of learners held by student teachers; (2) prior solo teaching time and opportunity to learn time provided by student teachers; (3) planning and instructional effectiveness of the student teacher as perceived by the university supervisor; and (4) efficacy of explaining student cognitive attainment in terms of these three variables. The variety of instruments and scales used in obtaining measures of the dependent variables (student attainment) and independent variables (expectation of learner attainment, solo teaching time, learning time, and supervisor ratings) are described. A detailed discussion of the four regression models used to resolve the research questions is provided, accompanied by a description of the findings. In relation to question one, data did not reveal a statistically significant effect on learner attainment, while significance was indicated for questions two and three, encouraging the use of those variables in a model to explain a student's cognitive attainment. Discussion of study outcomes in relation to question four suggest that the practical significance of the model in explaining learner attainment appears to be relatively high when compared to other current research. Limitations in using the model for rating student teaching competence are enumerated. (MJB)

ED 164 493 SP 013 460

Vodola, Thomas M.

Education for All Handicapped Children: Rationale, Concerns and Recommendations.

Pub Date-78
Note-8p.; For related documents, see SP 013 461
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adapted Physical Education, *Educational Legislation, Elementary Secondary Education, Handicapped Students, *Individualized Instruction, Inservice Teacher Education, *Mainstreaming

The implications of the Education for All Handicapped Children's Act are discussed as they affect the physical education teacher and the school administrator. The reasons for the enactment of Public Law 94-142 are outlined with specific emphasis on the need for physical activity for the handicapped. Concerns voiced by administrators and teachers as well as parents and the community are illustrated and discussed. Finally, recommendations are made for successful implementation of physical education programs for the handicapped. (JD)

ED 164 494 SP 013 461

Vodola, Thomas M.

Guidelines for Complying with Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973.

Pub Date-78
Note-6p.; For related document, see SP 013 460
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adapted Physical Education, *Administrator Responsibility, Handicapped Students, Individualized Instruction, Inservice Education, *Mainstreaming, Parent School Relationship, Physically Handicapped, *Program Guides, Public Relations, *Teacher Role

School administrators and physical education teachers are provided with guidelines for initiating physical education programs for the handicapped. Concrete administrator and teacher strategies are recommended. Implications of mainstreaming for administrators and teachers are discussed, and implementation of a plan of action is outlined. The following major suggestions are made: (1) form an interdisciplinary advisory council to determine needs; (2) develop a plan for identifying existing pupil needs and assess the present status of the identified population; (3) construct a plan of action in terms of organizational and administrative constraints; (4) establish a developmental and adapted physical education program schedule; (5) revamp curriculum content to reflect a student-centered approach; (6) revise intramural and athletic programs; (7) plan and initiate an inservice program for staff; (8) emphasize parental cooperation; and (9) maintain good public relations with the community. (JD)

ED 164 495 SP 013 502

Phillips, Beverly
Adolescent Thought: Curriculum Implications.
Pub Date-78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Abstract Reasoning, *Adolescents, *Cognitive Development, Cognitive Processes, Course Content, *Curriculum Planning, Individual Development, *Secondary Education, Social Maturity
Cognitive development as it progresses from concrete to abstract thinking is discussed as it relates to adolescent youth and the early secondary curriculum. Piagetian tests administered to a group of freshman and sophomore high school students revealed that many had difficulty with those scholastic activities requiring formal reasoning. Three curriculum areas algebra, English, and history are examined as subjects in which these students need the abstract reasoning powers they lack. It is emphasized that teachers must understand the processes involved in moving a student to the formal operational stage of thinking. Maturation, social interaction, experience, and equilibration are identified as factors facilitating this development. The implications for secondary education are pointed out, and recommendations are made for developing a curriculum that will provide an opportunity for this necessary cognitive growth. (JD)

ED 164 496 SP 013 504

Beck, Kenneth H. Frankel, Arthur

A Conceptualization of Threat Communications and Preventive Health Behavior.

Spons Agency-National Inst. of Dental Research (NIH), Bethesda, Md.
Pub Date-Aug 78
Grant-5-T32-DE07004-02
Note-19p.; Paper presented at the meeting of the American Psychological Association (Toronto, Canada, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavioral Counseling, *Behavior Change, Behavior Theories, Counseling Theories, *Fear, Health, *Health Education, Modeling (Psychological), *Motivation Techniques, *Self Care Skills, Self Control

Making others especially fearful of what can happen if they ignore the advice given in a health-threat warning (fear appeal) encourages their acceptance of the message most of the time, though occasionally this strategy backfires. Current formulations of fear appeals are unable to reconcile these findings satisfactorily. The drive model notion that high fear arousal leads to "defensive avoidance" is not well supported by previous research; the parallel response model assertion that fear control behavior interferes with adaptive responding to health-threat warnings remains untested; and protection motivation theory is more concerned with isolating important components of health-threat warnings than with accommodating these apparently discrepant findings. A new conceptualization of health-threat warnings emphasizing the importance of perceived control over health is presented. Its essence is that health-threat warnings can diminish or enhance perceived control over health by lowering or raising perceptions of response and personal efficacy. It is shown that a model incorporating these two control constructs is capable of generating strategies for enhancing the persuasive impact of health-threat warnings in situations where other models encounter difficulties. (Author)

ED 164 497 SP 013 510

Frederick, A. B.
Relaxation: Education's Fourth R.''
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Patterns, *Coping, *Human Body, *Hypertersion, Motor Reactions, Neurology, Physiology, *Stress Variables, *Teacher Role
Identifiers-*Relaxation, Tension Control
Strategies for coping with stress and tension that may be used by a teacher in a classroom setting are presented. The development of tension control as an area of study is traced, noting the role total relaxation plays in various religious and philosophical movements. Stages of teaching students how to relax through a technique known as progressive relaxation are described. A glossary of selected terms frequently used in tension control literature is included, and references for further reading are provided. (JD)

ED 164 498 SP 013 513

Morphy, Carolyn

Sequential Physical Education Reform: The M-5 Project. Application for Submission to the Joint Dissemination Review Panel (JDRP).

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-14 Mar 78
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, Elementary School Students, Individualized Programs, *Measurement Techniques, Movement Education, Needs Assessment, *Physical Education, *Physical Fitness, *Program Descriptions, *Program Effectiveness, Program Evaluation, Validated Programs
Identifiers-*M 5 Project, National Diffusion Network Programs

The M-5 Project is a sequential physical education program for children in the primary grades and intermediate grades. It embodies the main concepts of the movement education approach. Activities are individualized, based on needs identified by results of physical fitness tests, that are carried out in 30-minute daily sessions at a series of six Movement Activity Centers. Activities at each center are prescribed by a series of curriculum cards, color-coded according to levels of difficulty. Children rotate from center to center at five-minute intervals and progress from card to card at each center as skills are developed. Self-direction is expected. Work at Movement Activity Centers is interspersed with regular weekly self-testing and small- and large-group creative play experiences. Throughout the period in which the program was developed, children were tested to determine the effectiveness of the program. Results of analysis of third-year pre-post data of project children revealed that over 91 percent of project children achieved gains that were significant at the .01 level. Supplementary information on effectiveness is provided as well as comparisons with control groups. Cost information for operating the program is presented, as well as a discussion of the educational significance of the results and the applicability of the program to other situations. (DS)

ED 164 499 SP 013 514

Jeremiah, Maryalyce
Coaching Basketball; Ten Winning Concepts.
Pub Date-79
Note-247p.
Available from-John Wiley and Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 ($12.95)
Document Not Available from EDRS.
Descriptors-Athletes, *Athletic Coaches, *Basketball, *Fundamental Concepts, Teaching Methods, Team Training, Training Objectives, *Training Techniques

Written primarily for coaches, this book is intended to help formulate a conceptual philosophy and approach to the game of basketball. The basic offensive, defensive, and transitioal fundamentals are stressed, and drills that simulate these fundamentals in a game are presented. The drills differ from most others in that they are designed so that each player will have maximum participation. They call for two- ard three-player formations rather than lines of players waiting their turn. The book is divided into four sections. The first on defense contains five concepts that should apply to defensive aspects of every team. The transition section deals with one major concept that should characterize the important seconds between offense and defense. The third section presents four concepts for improving offense, and the fourth gives several important ideas for preparing teams to implement the concepts of defense, offense, and transition. (DS)

ED 164 500 SP 013 515

Wood, Dean D.

Multicultural Canada; A Teachers' Guide to Ethnic Studies. Curriculum Series/36.

Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-138p.
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6
Document Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Cultural Pluralism, *Curriculum Development, Ethnic Groups, *Ethnic Studies, Instructional Design, *Instructional Materials, *Multicultural Education, Secondary Education, Social Studies, *Teaching Guides
Identifiers-*Canada

This teaching guide provides an orientation and rationale for ethnic studies in social studies curricula, the necessary social science background material, teaching units, and recommendations about instructional materials. Questions are addressed concerning the nature of ethnic studies, who should be studied, how ethnic studies relate to other areas, what student goals should be established, interdisciplinary and organizational approaches, and kinds of materials. Five units of curriculum and instruction are identified, and a large selected bibliography of instructional materials covers a variety of topics in ethnic studies and provides extensive citations on individual ethnic groups. Each of the instructional units includes a theme, objectives, and teaching strategies. (DS)

ED 164 501 SP 013 518

Morris, Robert C.
Thunder on the Right: Past and Present.
Pub Date-78
Note-11p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (33rd, Washington, D.C., March 4-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, Democratic Values, Educational Change, *Educational Problems, *Educational Responsibility, *Historical Criticism, Historical Reviews, Literature Reviews, *Political Attitudes, *Public Education, Social Attitudes, *Social History, Social Influences, Socialism
Present day right wing attacks on schools and the back to basics movement are in many ways similar to the criticisms made during the McCarthy era of 1949-54, neither movement offering any novel solutions to educational or social problems. Allen A. Zoll and the National Council on American Education provided much rhetoric on constitutional

rights and collectivism and their incompatibility, and much literature was published on these subjects. The National Education Association responded to these forces and attempted to refute the charges concerning the corruption of the schools; it is clear that if charges are not met with refutations they become very plausible for the public. The lesson of history in the light of present day criticism is that educators must continually attempt to understand and cope with the numerous criticisms lodged against the schools if they wish to maintain a level of equilibrium in the schools. (DS)

ED 164 502 SP 013 520

Routon, John Randy

A Comparison of Asthmatic and Non-Asthmatic Children on Measures of Self-Concept and Attitudes Toward Physical Education.

Pub Date-Aug 77
Note-144p.; Master's Thesis, Texas Woman's University
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Asthma, Comparative Analysis, Data Analysis, Elementary Education, *Elementary School Students, Hypothesis Testing, Literature Reviews, Measurement Techniques, *Physical Education, *Self Concept, *Statistical Studies, *Student Attitudes

This study was undertaken to identify the differences between asthmatic and nonasthmatic children, ages nine through twelve, on self-concept and attitudes toward physical education. It was anticipated that children having an asthmatic condition might reflect significantly different scores from their nonasthmatic peers at least partially attributable to their perceptions of themselves as asthmatic. Related literature was reviewed under the following four headings: identification and measurement of self-concept in children; self-concept and physical fitness; attitudes toward physical education; and asthma, self-concepts, and attitudes toward physical education. Three major instruments were used in the collection of data: The Way I Feel About Myself Self-Concept Scale, Children's Attitude Inventory Toward Physical Education, and a paired comparison instrument. Analysis of the collected data showed that asthmatic and nonasthmatic children demonstrate no significant differences in self-concepts, attitudes toward physical education, and rankings of physical education as measured by the instruments used in the study. It appears, therefore, that much of the literature that suggests that wheezing, coughing, and other exercise-induced asthmatic symptoms may influence self-concept and attitudes toward physical education is inaccurate. An extensive bibliography is provided. (DS)

ED 164 503 SP 013 523

Langer, Philip
Critical Decision Areas in Instructional Development.
Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Course Descriptions, *Individualized Programs, *Instructional Design, *Learning Modules, *Multimedia Instruction, *Program Development, Programed Instruction, Programing Problems, Teacher Education

This study deals with three criticai decision areas in individualizing instruction: (1) the decision whether or not to use commercially available materials; (2) the programmatic impact assigned to cognitive and affective consequences; and (3) the extent of formal structuring. Using a six-year research and development cycle for the development of an individualized, modularized, multimedia course as the data base, the conclusions are that trade-offs are inevitable, but a reasonably valid decision matrix can be generated. Specifically, commercial materials can be used provided they are incorporated within a tightly structured module format; affective outcomes are a source of legitimate concern; and a carefully detailed set of management procedures which provide for student choice and immediate feedback seems most successful. The data base program on which the research was based consisted of text, film, and lecture/tape modules covering 14 content areas in educational and adolescent psychology. (Author/DS)

ED 164 504 SP 013 564

Houston, W. Robert And Others
An Analysis of Extended Planning Periods for Teacher Corps Projects.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jan 75
Contract-OEG-0-73-1290 (489)
Note-63p.; Prepared by the now-defunct Texas Professional Development Center at the University of Houston
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Decision Making, Educational Finance, Interinstitutional Cooperation, *Needs Assessment, Personnel Selection, *Program Design, *Program Development, Program Evaluation, *Program Planning, Sequential Approach, Teacher Recruitment
Identifiers-*Teacher Corps
The advantages and disadvantages of an extended planning period for implementing a Teacher Corps program are examined. A planning period of several months duration, four to six months for example, is deemed beneficial to the outcome of a project, while a longer period may possibly cause a loss of momentum and sense of goal. However, a planning period longer than two months provides the potential for a more effective project only if management plans formulated during proposal writing and revised during preplanning periods are monitored regularly. It is pointed out that special training opportunities should be provided as part of the planning period for program managers, and that intern recruitment should be initiated early. A set of guidelines developed for Teacher Corps Advisory Groups is presented. Appended to this report are: (1) a chronicle of study events; (2) memoranda to study team; (3) indicators of extended planing period; (4) areas to consider in assessing planning; (5) materials reviewed during the study; and (6) interview protocols. (JD)

ED 164 505 SP 013 565

Harker, W. John

The Saanich Teacher Training Program. A Management Analysis Paper Prepared for the International Learning Cooperative.

Spons Agency-International Learning Cooperative, Oslo (Norway).
Pub Date-78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Affiliated Schools, College Programs, College Supervisors, Cooperating Teachers, *Field Experience Programs, *Student Teachers, *Student Teaching, *Teacher Education, *Teaching Experience, Teaching Programs

This study proved an alternate secondary teacher education program at the University of Victoria to be a success. The most distinguishing characteristic of the program is that selected student teachers spend the entire school year situated in one of two secondary schools in the Saanich, British Columbia, school system. During this time students remain registered at the University of Victoria and receive a salary as well from the Saanich School District. During the course of the year, student teachers (working under the guidance and supervision of sponsor teachers and university supervisors) assume full responsibility for one class and serve as a teaching assistant in another class. Teaching schedules are rearranged at the end of the first semester. Student teachers are encouraged to become heavily involved in assisting with extracurricular activities and other school activities. A questionnaire mailed to all participating teachers and students in June 1978 is appended. (MM)

ED 164 506 SP 013 566

Newton, Beatryce T.
Teaching Critical Thinking; A Move Back to Basics.''
Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Basic Skills, Critical Reading, *Critical Thinking, *Educational Needs, *Educational Objectives, Elementary Secondary Education, *Inquiry Training, Learning Processes, Social Change, *Student Development

The school seeks to enable its students to understand and cope with the maladies of the times, to define and clarify the values and principles that should guide action, and to develop personal behavior consistent with these values and principles. These goals can best be attained through systematic instruction in critical thinking, for these skills are as basic to the total functioning of individuals as are reading and writing skills. Very few concrete strategies have been devised which provide opportunities for development of critical thinking skills; there are many classroom situations which could involve more analysis, synthesis, and evaluation of problems and ideas. Critical reading is an important component of this inquiry process. (DS)

ED 164 507 SP 013 567

Orfitelli, Michael A.

An Approach to Mainstreaming the Handicapped Child With the Nonhandicapped Child.

Pub Date-78
Note-26p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Analysis of Variance, *Educable Mentally Handicapped, *Learning Disabilities, *Mainstreaming, Mentally Handicapped, *Motor Reactions, Perceptual Motor Learning, Performance Factors, *Physical Education, Skill Development, *Trainable Mentally Handicapped

The purpose of this investigation was to identify differences among normal children, learning disabled children, educable mentally handicapped children, and trainable mentally handicapped children in motor skill abilities and to develop profiles to demonstrate these differences. Subjects of the study were all educable and trainable mentally handicapped children in the selected public elementary school system, and a random sampling of normal and learning disabled children. Tests in motor skill abilities were administered to each of the groups. Comparisons of these groups were done both statistically and graphically to determine if any differences or similarities existed among them in motor skill abilities that could give direction necessary for mainstreaming them in physical education classes. Results of tests are presented in the form of graphs, and an analysis of variance is presented. Findings indicated that certain activities lend themselves more to mainstreaming and others to participation in special programs. It was found that in certain activities normal and learning disabled children should not be integrated with trainable mentally handicapped children. It was indicated that certain groups of normal, learning disabled, and educable mentally handicapped children could be integrated and that other groups of educable mentally handicapped and trainable mentally handicapped children could be integrated. (JD)

ED 164 508 SP 013 568

Short, Edmund C. And Others
The General Curriculum Professoriate.
Pub Date-1 Mar 78

Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Curriculum, *Doctoral Degrees, *Educational Background, Educational Research, Educational Responsibility, *Higher Education, Job Market, *Occupational Surveys, Salaries
Identifiers-*Curriculum Specialists

The purpose of this study was to determine: (1) the nature of the positions held by professors of general curriculum and the terms of their employment; (2) their educational and experiential backgrounds; (3) their current academic responsibilities; (4) the number of doctoral students graduating from their general curriculum programs in the next three years; and (5) the problems these professors face in carrying out their work in general curriculum. (Authors)

ED 164 509 SP 013 575

State Guidelines for School Athletic Programs.
California State Dept. of Education, Sacramento.
Pub Date-78
Note-48p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.20)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Athletic Programs, Governance, *Guidelines, *Program Administration, *Program Development, *Program Evaluation, Public Schools, Resources, Safety, School Community Relationship, School Responsibility, *State Standards

The guidelines presented here are designed to assist school personnel in developing, administering, and evaluating school athletic programs in California. Topics include: (1) the basic philosophy for school athletic programs; (2) procedures for evaluating school athletic programs; (3) the three-phase school athletic program; (4) resources to support school athletic programs; (5) responsibilities of school athletic program personnel and participants; (6) safety in school athletic programs; (7) communication with students, parents, and community; and (8) governance of school athletic programs. Appendixes provide an athletic director's checklist, a questionnaire on school athletics, a department of education position statement on the governance of interscholastic athletic programs, a sample athlete's eligibility card, and state and federal regulations pertaining to school athletic programs. The athletic programs under consideration include interscholastic, intramural, and sports club programs. (DS)

ED 164 510 SP 013 576

Handbook for Assessing an Elementary School Program.
California State Dept. of Education, Sacramento.
Pub Date-78
Note-117p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, *Educational Assessment, Effective Teaching, Elementary Education, *Elementary Schools, *Evaluation Methods, Program Development, *Program Effectiveness, Program Evaluation, Program Guides, Reports, *School Improvement, School Planning

This handbook was written for all parents and staff who participate in elementary school programs. It was designed to help assess the results of program development efforts and impact on students and to identify opportunities for further improvement. The first chapter explains the underlying concepts of the school program review and the basic assessment strategy presented in the handbook, as well as suggestions for using the handbook. The second chapter explains how to conduct a school program assessment. It explains the types of evidence that should be gathered through observation, interviews, and document review and how to pull it together when making the assessment report. The third chapter explains how to prepare the assessment report. It includes pages for reporting judgments of quality of various aspects, pages for indicating actions or activities that could be the key for further program improvement, and a work sheet to aid in synthesizing the findings. (DS)

ED 164 511 SP 013 636

Nurse Practitioners and the Expanded Role of the Nurse: A Bibliography. Nurse Planning Information Series No. 5.

Health Resources Administration (DHEW/PHS), Hyattsville, Md. Div. of Nursing.
Report No.-DHEW-HRA-79-20
Pub Date-Nov 78
Note-253p.
Available from-National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (NTIS No. HRP-0500601, $10.75)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*Annotated Bibliographies, Health Occupations, Health Occupations Education, Medical Care Evaluation, *Nurses, Personnel Evaluation, *Primary Health Care, *Responsibility
Identifiers-*Nurse Practitioners, *Nurse Role

This bibliography brings together much of the literature prepared by individuals, organizations, and agencies on nurse practitioners and the expanded role of the nurse. Section I on expanded role includes citations and abstracts to documents that provide general information about the nurse practitioner's role and specific information on the different types of nurse practitioners and areas of practice. Section II on the education of practitioners includes citations spanning a continuum from informal continuing education programs to formal academic programs. The acceptance of nurse practitioners is the topic in section III, including materials on patient and physician attitudes towards nurse practitioners. The references in section IV on evaluation provide insight into the cost effectiveness of using nurse practitioners, their potential impact on health care delivery, and their level of performance in managing patient care. The last section provides general information about several issues relevant to health care planning. All citations contain source availability information. Most citations are dated between 1970 and 1977. (DS)

ED 164 512 SP 013 641

Haynes, Donald
The American Federation of Teachers; A Short Annotated Bibliography.
American Federation of Teachers, Washington, D.C.
Note-11p.
Available from-American Federation of Teachers, 11 Dupont Circle, N.W., Washington, D.C. (Publication No. 761, single copy free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, Collective Bargaining, *Labor Unions, Organizational Development, Private Colleges, Private Schools, Social Action, *Teacher Associations, *Teachers, Teacher Strikes
Identifiers-*American Federation of Teachers
Literature that is available in high school, small college, and county libraries is collected in this annotated bibliography on the American Federation of Teachers (AFT). The bibliography is divided into five sections, the first being an overview of the teachers' union which focuses on critical moments in the history of the AFT. The second section on organization discusses the question of an AFT-National Education Association (NEA) merger and details the influence of teacher unionism on public education. Collective bargaining and political action for social policies are among the topics in the third section, and the fourth deals with the effects of increasing organizing efforts in private schools and colleges. Case studies of strikes and their consequences complete the bibliography. Citations from 1936 to 1976 are included. (DS)

ED 164 513 SP 013 649

Oliver, John Morris, Gerald

Federal and State School Finance Reform. A Special Report to the AFT Task Force on Educational Issues.

American Federation of Teachers, Washington, D.C.
Pub Date-76
Note-16p.
Available from-American Federation of Teachers/AFL-CIO, 11 Dupont Circle, Washington, D.C. 20036 (Item Number 594, single copy free, $25 per 100).
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Finance, Educational Needs, Equalization Aid, *Federal Aid, Federal Programs, *Finance Reform, Financial Needs, Financial Policy, Financial Support, *Public Schools, *School Support, School Taxes, *State Aid

The justifications for substantial additional federal funding which were persuasive toward the passage of the Elementary and Secondary Education Act (ESEA) are even more compelling today as cutbacks in educational services occur across the nation. Since 1971 there have been widespread changes in state systems of school finance as a result of pressures for property tax relief and more equality in educational expenditures. The categorical approach of federal financial assistance provided primarily through ESEA has permitted relative concentration of federal expenditures where the need is greatest; it has provided for a greater equalization of intrastate per pupil expenditures directly and also indirectly by stimulating reform at the state level; and finally, it has helped to stimulate the identification of specific educational needs. The complexities of school finance, however, and the variability of local conditions suggest there is no one best way to channel funds to all school districts. (DS)

ED 164 514 SP 013 658

Bhaerman, Bob

A Paradigm for Accountability. AFT QuEST Paper No. 12.

American Federation of Teachers, Washington, D.C. Council for Quality Educational Standards in Teaching.
Pub Date-70
Note-11p.
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle NW, Washington, D.C. 20036 ($0.35)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accountability, *Educational Accountability, Evaluation Criteria, Faculty Development, Inservice Education, *Models, Personnel Evaluation, *Professional Continuing Education, *Teacher Evaluation, Teaching Assignment

This paradigm for accountability in education is based upon three concepts: (1) that the analysis and assessment of teachers lead to the establishment of growth and development programs for teachers and that these evaluations be based upon the specific roles that teachers are performing at any given time; (2) that the continuous progress of teachers be based upon the analysis and assessment of their stengths and weaknesses; and (3) that the assignment and deployment of teachers be based upon their assessed needs and upon their individualized, on-going, self-development programs. (MM)

ED 164 515 SP 013 660

Bhaerman, Robert D.
Education's New Dualisms. AFT QuEST Paper No. 8.
American Federation of Teachers, Washington, D.C. Council for Quality Educational Standards in Teaching.
Pub Date- 74
Note-10p.
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle NW, Washington, D.C. 20036 ($0.35)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Inservice Teacher Education, *Preservice Education, Professional Continuing Education, Professional Personnel, Professional Training, *Standards, Teacher Background, *Teacher Certification, *Teacher Education, Teacher Qualifications, Teacher Salaries, Teaching Experience

This essay advocates eradication of the line that divides preservice and inservice teacher education. However, when teacher education programs are considered in this unified way, several problems arise. It is these problems that form the basis of discussion here. One problem is the obscurity that exists between noninstructional and instructional tasks. The next problem lies in the definition of a teacher.'' After establishing the concept of teacher,'' problems of certification crop up. The issues surrounding certification lead to questions of what constitutes professionalism. A discussion of professionalism leads to a discussion of standards. Finally, a new conception of educational personnel is recognized. The author calls these personnel educational workers.'' Questions arising from a discussion of educational workers lead to the issue of salary. (MM)

ED 164 516 SP 013 661

Haubrich, Vernon
Teachers, Money, and Schools. AFT Ouest Paper Spons Agency-American Federation of Teachers, Washington, D.C.
Pub Date-20 Apr 73
Note-26p.
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, Washington, D.C. 20036 (No. OP-13; $1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Attitudes, Economic Factors, *Educational Finance, *Educational Objectives, *Political Socialization, School Integration, *School Role, *Social Attitudes, Teacher Responsibility

A critical examination of the role of the school in the community and the impact of community expectations of the school is presented. Three major issues are addressed. The first of these is the growing attempt to degrade the function of the person in schooling, both the teacher and the student, by a constant reference to efficiency, input-output analysis, and cost-benefit analysis. The second issue is the tendency to view schools, teachers, and students as part of a national effort to accommodate the process of schooling to the purpose of the industrial community, belying any purpose for schooling other than those related to the profit motive. The final issue concerns itself with the growing politicization and polarization of teachers, students, and administrators about issues that divert attention from a basic examination of purposes, ideals, and goals of education. A brief discussion on the effects of school integration is appended to this paper. (JD)

ED 164 517 SP 013 682

Turner, Richard L. And Others

Interpreting Research Results on Teaching.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Analytical Criticism, *Educational Research, *Effective Teaching, *Research Design, Research Methodology, Research Reviews (Publications), Research Utilization, Teacher Behavior, *Test Interpretation

This publication is a collection of commentaries on a published monograph entitled Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research'' by Donald M. Medley (1977). Medley's stated purpose was to provide teacher educators with access to the meaningful findings of research in teacher effectiveness. The papers here comment on Medley's methodology and procedures; consider the inferences/implications for teacher education of the findings reported in Medley's review; and predict what Medley's approach portends for the future of research and selection of topics for further investigation in teacher effectiveness. (MM)

ED 164 518 SP 013 683

Scott, M. Gladys, Ed.
Relationships in Physical Education. The Academy Papers No. 11.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date-Sep 77
Note-134p.; Papers presented at Annual Meeting of American Academy of Physical Education (48th, Seattle, Washington, March 23-24, 1977) ; Small print may be marginally iegible
Available from-American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. (Stock No. 240-26070, $6.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Athletics, Biomechanics, Curriculum Development, *Educational Objectives, Exercise (Physiology), Human Body, *Interprofessional Relationship, Movement Education, Perceptual Motor Learning, Physical Activities, *Physical Education, Physical Fitness, *School Responsibility, *Standards

In these sessions an attempt was made to analyze the profession of physical education for identification of the elements and reasons for diversification and to synthesize through establishing relationships among various subdisciplines. Attention was focused on the relationships that exist among emerging subdisciplines in physical education and on what should comprise the basic programs of physical education for all students in schools and colleges. Fifteen papers on this subject are presented. (JD)

ED 164 519 SP 013 692

Hunter, John E. And Others

A Causal Analysis of Attitudes Toward Leadership Training in a Classroom Setting. Occasional Paper No. 3.

Michigan State Univ., East Lansing. Coll. of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-400-76-0073
Note-38p.
Available from-Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Classroom Communication, *Group Dynamics, Group Relations, *Interaction, *Intergroup Relations, Leadership Training, Personal Adjustment, *Self Concept, *Student Attitudes, *Student Teacher Relationship, Teacher Education

An analysis is presented of students' attitudes in a leadership training program and the relationships between those attitudes. Student attitudes toward the program facilitator as a person affected their attitudes toward that person as a teacher and role model, also affecting the student's sense of belonging in the group. Student's acceptance of others affected his/her sense of belonging and feelings of self-acceptance. Attitudes toward the class were affected by attitudes toward the facilitator as a role model and by a sense of belonging. Willingness to speak out in class was affected by the student's sense of belonging and feelings of self-acceptance. The use of skills outside of class depended on the student's attitude toward the course. Feelings of mastery depended on the student's willingness to speak out in the group and on the use of the learned skills outside of the class. Tables and figures delineating the analysis of this research are appended. (Authors/JD)

ED 164 520 SP 013 693

Freeman, Donald J.

Conceptual Issues in the Content/Strategy Distinction. Research Series No. 21.

Michigan State Univ., East Lansing. Coll. of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0073
Note-28p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.25)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Content Analysis, *Course Content, Critical Incidents Method, Data Analysis, *Educational Research, Lesson Observation Criteria, *Research Methodology, *Taxonomy

Three basic conceptual issues that underlie studies of the content of instruction are explored in this paper. These include the need to reach a common definition of the concept of content of instruction, to undertake a serious analysis of the taxonomies presently employed in studies of content, and to critically examine the units of observation employed. These issues, which cause serious communication problems among researchers, are discussed in detail, and suggestions for their resolution are offered. (Author)

ED 164 521 SP 013 695

Ciampa, Bartholomew J.

Selected Characteristics of Master's Degree in Education Programs. Part 1: Public Institutions Enrolling Fewer than 10,000 Students.

Pub Date-78
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Admission Criteria, College Credits, *Degree Requirements, Graduate Study, Higher Education, *Masters Degrees, *Residence Requirements, *School Policy, Surveys, *Transfer Policy

The results of a survey of publicly-supported colleges offering master's degrees to determine the most typical requirements for such degrees are reported. Results indicate that a typical master's degree program is one that: (1) does not require students to fulfill a full-time-student residency requirement; (2) requires that students complete degree requirements within a six-year time frame; (3) requires that students submit a standardized test score, but (4) does not require specific minimum scores for acceptance; (5) will accept nine semester hours of appropriate graduate-level transfer credit, but (6) will not accept graduate credit if it was earned toward another degree. A sample of the questionnaire sent to the institutions, and data on each responding institution are appended. (JD)

ED 164 522 SP 013 699

Glaser, Robert

Some Notes About Research on Learning and Schooling.

Pub Date-Dec 78

Note-33p.; Paper prepared for the National Council on Educational Research Seminar on Educational Issues for the 1980's (San Diego, California, December 15-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavior Change, Cognitive Development, Cognitive Processes, Early Childhood Education, *Educational Practice, Educational Psychology, *Educational Research, *Educational Strategies, Individualized Instruction, *Learning Theories, *Mathematics, *Reading, Research, Task Analysis

There is a growing interaction between psychology and education, toward basic research and toward realistic educational events. This is being accompanied by a movement toward equity in education involving the creation of environments for learning that are more adaptive to individual needs than schools generally provide at the present time. Progress is now being made toward the integration required for building a psychology of instruction based on research and theory in learning and cognition. Some of the particular areas discussed include: psychological task analysis of the subject matter of instruction, early childhood education and developmental psychology, the interpretation of intelligence and aptitude in terms of cognitive processes, learning from text and discourse comprehension, behavior modification, and assessment of outcomes of classroom learning. Intensive examples of research on reading and mathematics are discussed in terms of what is known, what is being productively studied, and what is likely to be known in the future that could influence theories of learning and strategies for instruction. (JMF)

ED 164 523 SP 013 700

Katzman, Martin T.

Demographic Changes and School Finance and Organization: Their Interrelationships.

Hudson Inst., Croton-on-Hudson, N.Y.
Report No.-HI-2678-P
Pub Date-26 Aug 77
Note-35p.; Paper presented at a Conference on Future Trends in Education Policy, September 15-16, 1977, sponsored by the National Institute of Education
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Demography, *Educational Finance, *Enrollment Projections, *Financial Policy, Financial Support, Population Distribution, *Population Trends, *School Community Relationship, Social Science Research, Tax Support

The implications of imperfectly predictable demographic changes on public schools in the 1980's provide the focus of this paper. Major changes that are relevant to the educational sector are briefly described raising the questions whether these changes are temporary aberrations or indicative of future trends. The effects of changes in enrollment on the costs and quality of education are discussed. Included is a discussion of the effect of changing family composition fewer households with children, fewer children of school age in the total population on electoral support for expenditures on education versus expenditures on other public services or tax reductions. The reciprocal relationship between school finance and organization and central-city decline is discussed, particularly the middle-class or "White Flight" controversy. At issue is whether changes in the pattern of finance or organization can significantly affect the decline in the proportion of white, middle-class families that choose to live in the central city. Finally, several policy recommendations for dealing with the consequences and causes of decline are suggested. (Author/JMF)

ED 164 524 SP 013 701

Graham, Patricia Albjerg
Keynote Address. American Educational Studies Association.
Pub Date-Nov 78
Note-21p.; Speech presented at the Conference of the American Educational Studies Association (Washington, D.C., November 1, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Objectives, Educational Policy, *Educational Research, *Educational Responsibility, Educational Sociology, *School Role, Social Development

There is a lack of consensus in our society about the educational mission of our schools because society itself is in a period of transition about its own values, and this uncertainty translates to what it wants its schools to do. Also researchers in education have avoided topics that might help to inform public debate on educational matters, preferring instead studies that will appeal to a limited number of their peers in related educational fields. While the decisions regarding social goal and purpose rest with the society at large, educators and educational researchers have an important and appropriate role to play in helping to frame the questions of the relationship between the society and its educational institutions and in supplying certain information about what educators can and cannot do. (Author/JMF)

ED 164 525 SP 013 702

Graham, Patricia Albjerg

Luncheon Remarks. Meeting of Special Task Forces of the National School Boards Association.

Pub Date-26 Sep 78
Note-18p.; Speech presented at meeting of National School Boards Association (Arlington, Virginia, September 26, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Improvement, *Educational Objectives, *Educational Research, Literacy, *Parent Responsibility, Research Problems, School Responsibility, *School Role, *Social Values

The relationship between the values of society as reflected by the

education system is considered with particular emphasis upon the difficulty faced by educators when social values are confused and ambiguous. It is pointed out that the primary task for schools is to produce literate citizens, able to read, write, manipulate symbols, and develop independent means of making judgments and determining actions. When schools are asked to assume the responsibility for inculcating values they face difficulties because the general public is uncertain of what constitutes sound moral and ethical principles. The importance of educational research in helping schools attain the goals expected of them is noted. (JD)

ED 164 526 SP 013 703

Wilson, Laval S.
Trends in Society's Demands on Educational Institutions.
Pub Date-Dec 78
Note-27p.; Page 27 marginally legible due to print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Finance, *Educational Legislation, Educational Quality, *Educational Trends, *Government School Relationship, Labor Unions, Political Attitudes, *Public Education, *School Taxes, Teacher Salaries
Identifiers-*Proposition 13 (California 1978)
Implications of some specific educational trends and their possible impact on the institutional structure of public schools are discussed. These trends are grouped under the categories of public criticism, finance and governance, and labor management friction in the schools. Central in this discussion are the future ramifications of Proposition 13 and similar legislation. A warning is given that not only will education programs be cut back but that the governance of public education will progressively go to administrators who are adept at fiscal management rather than to education experts. Increased flight of middle-class families to suburban schools as friction between teachers and management increases is predicted. (JD)

ED 164 527 SP 013 704

Broudy, H. S.

Predicaments, Problems. Puzzles, and Paradoxes in Educational Research.

Pub Date-Dec 78
Note-19p.; Paper prepared for the National Council on Educational Research (San Diego, California, December 15-16, 1978)
EDRS Price MF-S0.83 HC-S1.67 Plus Postage.
Descriptors-*Educational Philosophy, *Educational Research, Educational Theories, *Historical Reviews, *Research Needs, *School Role, *Social Sciences, *Teacher Role

Educational research is designed to deal with problems. Some problems in American education cannot be understood outside their historical-philosophical contexts. This paper presents arguments concerning the limitations of standard empirical research in the field of education. This is accomplished by following developments in the culture that have rendered the in loco parentis,'' in loco communitatis,'' and in loco humanitatis'' roles of public schools anachronistic. Suggestions for education research as a result of these developments are offered. (JMF)

ED 164 528 SP 013 706

Creativity of the School. Conclusions of a Programme of Enquiry.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date-78
Note-166p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Creative Teaching, Creative Thinking, *Creativity Research, Educational Finance, *Educational Innovation, Foreign Countries, Problem Solving, *School Responsibility, School Role, *Social Responsibility, Teacher Motivation

This project developed as an effort to investigate how the school could become more actively involved in educational innovation. This final report highlights work conducted over the period 1972-75 in the nineteen Organization for Economic Cooperation and Innovation member countries that took part in the project. The first two chapters summarize the first phase of activity which defined the concept of the project. Chapters three through seven are syntheses by the reporters for the five subactivities selected for indepth analysis in the second phase. These are based on the findings of a number of national country studies prepared for the working conferences held on each subject area and original papers prepared by them. The activities were: (1) incentive systems for teachers; (2) creativity and the internal organization of the school; (3) the role of the inspectorate; (4) professional support and the creativity of the school; and (5) the allocation of financial resources and public accountability. The final chapter draws together the material presented in these papers and formulates a number of conclusions about the environment conducive to creative problem-solving within schools. (JD)

ED 164 529 SP 013 712

The Effective Use of Observation as a Diagnostic Technique: Diagnostic Learning Package 8. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Observation Techniques, *Diagnostic Teaching, Effective Teaching, Elementary Secondary Education, Informal Assessment, *Inservice Teacher Education, Instructional Materials, *Learning Modules, Preservice Education, Program Descriptions, *Student Behavior, *Validated Programs

A teacher education program that uses direct observation to help teachers determine children's abilities, disabilities, learning styles, self-concept, and interests is described. Topics covered include direct observation, motivational activities, physical health, assessing pupil social interactions, and auditory and visual reception. Information is provided on purposes, content, activities and resources, evaluations, ordering information, and the history of the program and its development. A critique is also provided. (DS)

ED 164 530 SP 013 713

Administration of a Standardized Test: Diagnostic Learning Package 1. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Instruction, Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, *Learning Modules, Preservice Education, Program Descriptions, *Standardized Tests, *Student Testing, *Teaching Procedures, *Validated Programs

A learning package that offers a straightforward explanation of the procedures with which to administer a standardized test is described. Information is provided on the program purposes, content, activities, resources, ordering information, and history of development. A critique is also provided. (DS)

ED 164 531 SP 013 715

Teaching 3: Evaluation of Instruction. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *inservice Teacher Education, *Instruction, Instructional Materials, *Learning Modules, Preservice Education, Program Descriptions, *Program Evaluation, Student Testing, Teaching Skills, Validated Programs

A teacher education learning module that focuses on evaluation of instruction for the purpose of determining if set educational goals are reached is described. Emphasis is on improving teachers' skills in utilizing evaluation techniques, including statistical concepts and testing procedures, and in selecting instructional programs and procedures. Information is provided on purposes, content, activities, resources, ordering information, and history of development. A critique is also included. (DS)

ED 164 532 SP 013 716

Evaluation of Instruction in Individually Guided Education. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Effective Teaching, Elementary Education, *Evaluation Methods, *Individualized Programs, *Inservice Teacher Education, *Instruction, *Instructional Materials, Program Evaluation, Student Evaluation, Student Testing, Teaching Skills, Validated Programs

An instructional package is described designed to effect increased understanding and skill on the part of teachers in the principles and procedures of evaluation for individually guided education programs. Methods and techniques of pupil evaluation, program evaluation, and test construction are emphasized. Information is provided on program purposes, content, activities, resources, evaluation of learning, ordering information, and history of development. A critique is also included. (DS)

ED 164 533 SP 013 717

How Can Tests Be Unfair? Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, *Student Evaluation, *Student Testing, *Test Bias, Testing Problems, *Validated Programs

An inservice teacher education program designed to make those administering tests more aware of the difficulties students face in a testing due to discriminatory factors inherent in evaluation instruments is described, and information is provided on program purposes, content, activities, resources, ordering information, and history of development. Participants in the program work on simulated test activities and then evaluate the results. Specific topics discussed include perception and muscle control problems, language problems, conceptualization problems, and cultural difference problems. (DS)

ED 164 534 SP 013 718

Interaction Analysis: A Minicourse. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classroom Communication, Effective Teaching, Elementary Secondary Education, *Inservice Teacher Education, *Interaction Process Analysis, *Programed Materials, Short Courses, *Student Motivation, *Student Participation, Student Teacher Relationship, *Teaching Skills, Validated Programs

An inservice teacher education minicourse using programed materials is described. The course is intended to develop skills in studying verbal teaching-learning interactions for the purpose of increasing student participation, initiative, and motivation, and uses the Flanders Interaction Analysis Categories (FIAC) to analyze teaching. Information is provided on course content, purposes, activities, resources, and history of development, as well as ordering information. A critique is also provided. (DS)

ED 164 535 SP 013 719

Reality Therapy. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavioral Counseling, *Behavior Change, Class Management, Discipline, Educational Therapy, Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, *Programed Texts, *Student Behavior, *Validated Programs
Identifiers-Reality Therapy

A programed text for inservice teacher education focusing on reality therapy as a technique to help students change their unacceptable behavior is described. The text covers techniques of classroom management, discipline, and control of student behaviors. Information is provided on the purposes and content of the programed text, as well as descriptions of activities and resources, ordering information, and history of development. A critique is also included. (DS)

ED 164 536 SP 013 720

Management of Disruptive Surface Behavior: Prescriptive Learning Package 5. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Class Management, *Classroom Techniques, Discipline, *Discipline Problems, Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, *Learning Modules, Reinforcement, *Student Behavior, Validated Programs

A prescriptive learning package for inservice teacher education is described. The package seeks to aid the teacher in developing and implementing individualized intervention techniques suitable for children whose learning situations result in disruptive behavior; knowledge and applications of terms and principles of behavior management are highlighted. Information is provided on the purposes and content of the package, activities and resources necessary for implementation, history of development, and ordering information. A critique is also provided. (DS)

ED 164 537 SP 013 721

The Teacher's Role in Improving School-Community Relationships. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes ; Part A of 2 parts in School-Community Relations
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Home Visits, Improvement, *Inservice Teacher Education, *Learning Modules, Parent School Relationship, *Parent Teacher Cooperation, *School Community Relationship, *Skill Development, Teacher Role, *Teaching Skills, Validated Programs

An inservice teacher education learning module focusing on ability and skill building in school-community relations is described. The main topic covered in this module is communication with parents and planning home visits, but emphasis is also placed on enlisting community resources for assistance in the classroom. Information is provided on module purposes, content, history of development, and ordering procedure, and activities and resources necessary for implementation are outlined. A critique is also provided. (DS)

ED 164 538 SP 013 722

Teaching 1: Classroom Management. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Objectives, *Behavior Change, *Class Management, Classroom Techniques, Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, Short Courses, *Teaching Skills, *Validated Programs

A description of an inservice teacher education learning module is provided. The module focuses on systematic principles of behavior modification, and emphasizes the procedures underlying effective social development and the use of positive motivational methods with children and young adults. Information is provided on the purposes and content of the module, as well as the activities and resources necessary for its implementation. A history of module development, a critique, and ordering information are also included. (DS)

ED 164 539 SP 013 723

Parents as Partners in Teaching Handicapped Children (Tips for Teachers: Module 2). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-400-76-0091
Note-8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Instruction, *Elementary Education, *Handicapped Students, *Inservice Teacher Education, Instructional Materials, *Learning Modules, *Parent Participation, Parent Teacher Cooperation, Preservice Education, Program Descriptions, Tutoring, *Validated Programs

A practical model for initiating and implementing a parent-tutor program for handicapped children is described. Specific topics in the program are telephone conversations and written correspondence between prospective parent and teacher, outlines for parent-teacher conferences, training objectives and design of training sessions for parent-tutors and formats and techniques parents can use to tutor their children. The program makes use of audiovisual materials to present a story in which a young teacher learns to value parents as tutors. Information is provided on the purposes of the program, content, activities and resources, ordering information, evaluation, as well as a history of the program and its development. A critique is also provided. (DS)

ED 164 540 SP 013 725

Cratty, Bryant J.

Perceptual and Motor Development in Infants and Children. Second Edition.

Pub Date-79
Note-310p.
Available from-Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($11.95)
Document Not Available from EDRS.
Descriptors-Athletics, Body Image, *Child Development, *Children, Early Childhood Education, Elementary Education, Infant Behavior, *Infants, Maturation, *Motor Development, *Perceptual Motor Learning, *Psychomotor Skills, Sensory Training, Social Development, Visual Perception

Motor behavior, motor performance, and motor learning are discussed at length within the context of infant and child development. Individual chapters focus on the following: the sensory-motor behavior of infants; analysis of selected perceptual-motor programs; beginnings of movement in infants; gross motor attributes in early childhood; visual perceptual development; body image; manipulative behavior; scribbling and drawing; motor development in children from six to twelve; social development; the child in competitive sport; the awkward child; and physique and ethnic background. Attention is also addressed to the reasons for possible individual differences in performance and learning (race, ethnic background, physique, etc.). References, questions for discussion, and suggested projects, observations, and learning experiences are provided at the end of each chapter, and an index is included at the end. The book is designed primarily for use as a text in motor and child development courses. (DS)

ED 164 541 SP 013 727

Weiler, Patricia
Teacher Centers: Putting the Pieces Together for Success.
American Federation of Teachers, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-16 Oct 78
Contract-400-77-0092
Note-309p.; Not available in hard copy due to marginal legibility of original document
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Evaluation Criteria, Facilities, *Federal Aid, Federal Government, Financial Support, Governance, Grants, *Policy Formation, *Program Planning, *Program Proposals, *Teacher Centers, *Teacher Influence

This guidebook is offered as a resource for teachers who want to take a leadership role in initiating and directing teacher centers. The references and suggestions used in preparing this publication were based on teacher center proposals that have been funded by the Office of Education. There are six primary areas of this subject covered. The first part describes the role of the American Federation of Teachers in supporting teacher centers and offers suggestions on project ideas. Planning a proposal, suggested meeting agendas, rules and regulations, and evaluation criteria are the subject of the second part. In the third part, developing a needs assessment instrument for the teacher center is discussed. The personnel of the teacher center is the subject of the fourth part; the project staff, director qualifications, specialists, and coordinators are considered. Included in this section are sample budget forms and methods of projecting a budget. The completed proposal for a teacher center is the focus of the fifth part, including suggestions on obtaining government funding. Federal regulations regarding teacher center funding are listed in the final section as well as resources available for support for such projects. (JD)

ED 164 542 SP 013 735

Organizing Independent Learning: Primary Level (Minicourse 8). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-71
Grant-400-76-0091
Note-9p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Environment, Elementary School Students, *Independent Study, Individual Study, *Inservice Teacher Education, *Primary Education, *Programed Materials, Skill Development, *Teaching Skills, Validated Programs

An inservice teacher education learning module is described which focuses on skill building in organizing independent learning in primary level classrooms. Content of the minicourse emphasizes acquiring information and practicing skills of helping pupils understand independent work, solve problems, and accept delayed teacher response, and of combining independent activity and small-group instruction on a permanent basis. Information is provided about course purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

ED 164 543 SP 013 744

Cohen, Audrey C.

Women and the Future of Education and Society.

Pub Date-Feb 78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Change Agents, Cooperation, Educational Objectives, *Females, Feminism, Futures (of Society), *Humanistic Education, Human Relations, Interpersonal Relationship, Leadership Responsibility, *Productive Living, *Quality of Life, Role Perception, Social Values, *Womens Education

The role of women in a society changing from industrial to service orientation is examined. It is pointed out that women are uniquely qualified to be leaders in a society whose highest ideals are cooperation, conservation, equality, respect for others, and compassion. The suggestion is made that the educational system be equipped to train children of both sexes to develop a spirit of cooperation underlining constructive action and realization of the needs of others. (JD)

ED 164 544 SP 013 746

Cohen, Audrey C.

The Service Society and a Theory of Learning That Relates Education, Work, and Life.

College for Human Services, New York, N. Y.
Pub Date-May 76
Note-34p.; Paper presented at symposium, "Policy Issues in Educating for New and Emerging Careers" (University Park, Pennsylvania, May 5-6, 1976); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavior Patterns, *Career Choice, Ethical Values, *Helping Relationship, *Human Relations, *Human Services, Improvement Programs, Individual Development, Job Satisfaction, Problem Solving, *Quality of Life, *Service Occupations

The emergence of the human service profession as a field of endeavor responding to the changing needs and values of society is discussed. The purpose of the service professional will be to provide a range of human services to the individual, thereby eliminating indifferent and fragmented service; to help the individual seeking service to reach a stage where he or she no longer needs that service, or to help the individual become sophisticated and knowledgeable enough to negotiate the system and provide his or her own future service. The goal of the human service profession is to encourage the establishment of a service-oriented society in which caring for people is rewarding both to the giver and receiver of service in terms of the quality of life and the meaningfulness of work. Education for this kind of profession is discussed in this document, and a graduate-level program of preparation is described. (JD)

ED 164 545 SP 013 749

Edelfelt, Roy A. Orvell, Tamar
Teacher Centers: Where, What, Why?
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-78
Note-30p.; Not available in hard copy due to small print
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (members $0.60; nonmembers $0.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Resources, Group Dynamics, *Inservice Programs, Interaction, Peer Relationship, *Program Planning, *Resource Centers, *Teacher Centers, Teacher Developed Materials, Teacher Improvement, Teaching Experience
Questions most frequently asked about teacher centers are presented in a question-answer format. The rationale of teacher centers, their relationship to the school, and how they function are discussed. Also included in discussion are financing, staffing, governance, and planning. Three active teacher centers are described. (JD)

TM

ED 164 546 TM 006 137

Troll, Enid Williams
The Barbee Doll Mentality and the Goodenough-Harris Drawing Test.
Pub Date-Sep 76
Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September, 1976); Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Childrens Art, Elementary Education, *Females, Freehand Drawing, Grade 6, Intelligence Tests, Norms, *Scoring, Sex (Characteristics), Sex Differences, *Sex Stereotypes, *Test Bias, *Test Reliability
Identifiers-*Goodenough Harris Drawing Test
The author suggests that the scoring criteria for the Draw-A-Woman Scale of the Goodenough-Harris Drawing Test reflect outmoded images and attitudes of the female. The woman-as-sex-object image is called the Barbee Doll Mentality.'' This suggestion was tested in a sample of eleven to thirteen-year old sixth graders. The children 44 boys and 62 girls were asked to draw a person. Ninety-five percent of the boys drew males; 5% drew females. Of the girls, 69% drew females; 26% drew males; and 4% drew equivocal pictures of humans. Using Harris' data as a basis for scoring, children who drew sexually mature females (as opposed to sexually undeveloped females) received higher scores. The present data indicated that few of the girls tested in 1975 (from 3 to 18%) emphasized stereotyped physical characteristics in the females they drew. It was also noted that equal percentages of girls drew sexually mature females as sexually mature males. It was concluded that the 1975 sample of children, as compared to those used to standardize earlier versions of the test, drew more unisex'' clothing on their persons. A one-page literature review, and item analyses are appended. (GDC)

ED 164 547 TM 006 661

Levine, Michael V.

Transforming A Family of Curves into A Family of Curves with A Single Shape.

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RB-76-5
Pub Date-Apr 76
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Mathematical Applications, *Mathematical Models, Psychometrics, *Statistical Analysis
Identifiers-*Curvilinear Functions, *Latent Trait Theory, Test Theory

The relatively hard problem of transforming a given set of curves to curves with the same shape can sometimes be reduced to the easier problem of rendering curves parallel. In this paper a group is associated with the given curves, and it is shown that the reduction from the hard problem to the easy problem is valid whenever the group is nonabelian. A comprehensive review of earlier work is included so that this paper can be read alone. Applications to psychological measurement are cited briefly. (Author)

ED 164 548 TM 006 662

Levine, Michael V.
Item-Item Curves and Consistent Mental Test Parameter Estimates.
Educational Testing Service, Princeton, N.J.
Report No.-ETS-RB-76-36
Pub Date-Dec 76
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Item Analysis, Mathematical Applications, Mathematical Models, *Psychometrics, Statistical Analysis, *Test Construction, Test Interpretation, Test Reliability
Identifiers-*Item Characteristic Curve Theory, *Latent Trait Theory
It is shown that empirical mental test P - P plots are approximately equal to theoretical item-item curves, at least for long tests administered to many people. This result is important because it leads to (1) a distribution free method for estimating points on item-item curves; (2) a general method for defining estimates of item parameters; and (3) the only parameter estimation method known to be consistent for some of the most important aptitude test models. (Author/CTM)

ED 164 549 TM 006 917

Hilton, Thomas L. And Others

Performance Criteria in Graduate Business Study: Parts I and II Development of Rating Scales, Background Data Form and the Pilot Study.

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RB-70-3
Pub Date-Jan 70
Note-148p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Biographical Inventories, *Business Administration, *Graduate Students, Higher Education, *Managerial Occupations, Predictor Variables, *Rating Scales, Student Behavior, Student Characteristics, Student Evaluation, *Success Factors, *Test Construction, Test Items

A five-year study was undertaken to develop criterion rating scales for predicting successful performance in graduate business study, as well as in later career progress. The scales embodied dimensions, other than grades, which were judged by a nationwide panel of faculty to be relevant to performance. The scales were defined and anchored by specific examples of behavioral incidents, and were entitled: interest in management involvement; managerial skill; self development; perspective and breadth of knowledge; technical knowledge; critical awareness; problem analysis ability; resolution and decisiveness; planning for implementation; communication skill; enthusiasm; initiative; persistence and drive; flexibility; and consideration.

ED 164 550 TM 007 122

Jaeger, Richard M.
The Effect of Test Selection on Title I Project Impact.
Pub Date-Mar 78
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Gains, Achievement Tests, *Comparative Testing, Equated Scores, *Evaluation Methods, *Federal Programs, Information Utilization, Intermediate Grades, Models, Norms, Program Effectiveness, *Program Evaluation, *Statistical Surveys
Identifiers-Elementary Secondary Education Act Title I, *RMC Models
An alternative is proposed to the legally required uniform procedures and criteria for reporting the results of Elementary Secondary Education Act Title I projects. It is suggested that Congress is unlikely to respond to nationwide impact data on the effectiveness of Title I even when such data are available. It is further proposed that the RMC plan for aggregation of achievement data across Title I projects is unsound because the signal-to-noise ratio in the data is so small. This conclusion is based on a comparison of norms among eight standardized reading comprehension tests. (The details of this study are reported elsewhere.) Finally, it is proposed that Title I projects should be evaluated in terms of the proportion of the participating students who had achieved the approved project goals without showing any evidence of adverse side effects. A four category arbitrary scale of effectiveness is proposed; aggregate data may be compiled in terms of the percent of projects within each category. (Author/CTM)

ED 164 551 TM 007 154

Comerford, James P. Scheib, James E.

The Construction of a Machine-Scored Reading Inventory for Use In Secondary Compensatory Reading Programs, and an Investigation Into Its Sensitivity to Instruction.

Pub Date-Mar 78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Criterion Referenced Tests, Elementary Secondary Education, Grade Equivalent Scores, *Junior High School Students, Low Ability Students, *Low Achievers, Reading Achievement, *Reading Level, *Reading Tests, *Test Construction, Test Reliability, Test Validity
Identifiers-Elementary Secondary Education Act Title I, *Secondary Reading Assessment

As a supplement to standardized reading tests, the Philadelphia Public School System prepared three parallel sets of reading tests to meet the following criteria: (1) be suitable for grouping secondary pupils within

Title I reading classes; (2) be group administered and machine scoreable; (3) be short enough to be administered in one or two regular classroom sessions; (4) have a range of reading levels from grades one to nine; (5) be of interest to junior high pupils; (6) have minimal costs; and (7) have parallel forms. The tests were assembled, pretested on a group of 400 secondary school pupils, revised, and readministered to about 800 pupils in grades 8 and 11. Reliability data are reported. Test difficulty was assessed by various readability formulas and validated by comparing test scores with teachers' judgments of student reading ability. The new test, the Secondary Reading Assessment (SRA) was correlated with the California Achievement Test. The SRA was judged to be useful over a wide range of reading ability with a minimum number of chance scores. (Author/CTM)

ED 164 552 TM 007 205

Blair, Mark W. And Others

Development of the Tredyffrin/Easttown Sex Fairness Survey.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Mar 78
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adolescents, Adults, *Attitude Tests, *Females, *Males, Rating Scales, Secondary Education, *Sex Fairness, *Sex Role, *Test Construction, Test Items, Test Reliability, Test Validity
Identifiers-*Tredyffrin Easttown Sex Fairness Survey

The Tredyffrin/Easttown Sex Fairness Survey was designed to assess sex fairness in attitudes toward both sexes in work, home, educational, social, and other contexts. Each subscale contains positively and negatively worded Likert-type items of three types: trait to group; role to group; and judgment of individuals based on group. A preliminary test was administered to three different groups of adults and a high school sample; factor analysis resulted in male and female factors. An examination of test reliability indicated that it was internally consistent and supported the two-factor construction. Construct validity was supported by the high correlations between trait to group, role to group, and individual judgment based on group items. Concurrent validity was also examined, using a semantic differential assessment of attitude toward gender. Although this instrument was reliable, it did not correlate with the original Sex Fairness Survey, or support its validity. A second administration of both instruments to a sample of over 1,000 individuals produced similar results. The final 84-item Sex Fairness Survey and the 25-item semantic differential (used once to describe males, once females) are appended. (GDC)

ED 164 553 TM 007 245

Norton, Alice

Measuring Potential and Evaluating Results. Managing Your Public Relations: Guidelines for Nonprofit Organizations.

National Communication Council for Human Services, Inc., New York, N.Y.; Public Relations Society of America, New York, N.Y.
Spons Agency-Ittleson Family Foundation, New York, N.Y.
Pub Date-77
Note-24p.
Available from-Public Relations Society of America, 845 Third Avenue, New York, New York 10022 ($2.50, quantity discount available)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Data Collection, *Evaluation Methods, Formative Evaluation, Fund Raising, Guidelines, Information Utilization, *Nonprofit Organizations, Organizational Communication, *Organizational Effectiveness, *Publicize, *Public Relations

Guidelines for evaluating the public relations activities of nonprofit organizations are presented. Evaluation methods frequently include one of three major forms: (1) comprehensive audit conducted by a new staff member or an outside consultant; (2) regularly scheduled administrative review; or (3) short-term review following every activity. The steps involved in any evaluation include planning, information gathering, analysis of findings, planning for action, and reporting of results. Information about future needs may be acquired through an analysis of questions and requests received, observation of comprehensive checklists, and staff reports. Quantitative assessments of effectiveness can be based upon media coverage of press releases, cost effectiveness of agency publications, and distribution of other materials. Opinions and attitudes of users or potential users are best measured by survey questionnaires or interviews. Sources of consultants who conduct outside evaluations include professional associations, universities, and public relations counseling firms. A number of examples are briefly presented in this guide. (GDC)

ED 164 554 TM 007 248

Kenny, John And Others
Core Competencies of a Trainer.
Ontario Society for Training and Development, Toronto.
Pub Date-76
Note-16p.
Available from-Ontario Society for Training and Development, Box 537, Station K, Toronto, Ontario M4P 2G9 ($5.00 ea., over 50, $1.50 ea., plus postage; fees for further reproduction available on request)
Document Not Available from EDRS.
Descriptors-*Check Lists, Educational Needs, *Educational Programs, Evaluation Criteria, *Job Skills, *Job Training, Managerial Occupations, Manpower Development, Professional Continuing Education, Professional Training, *Trainers, Training Objectives
As a result of a seminar investigating the need for certification of trainers, a list of core competencies for training and development specialists was compiled. This checklist is organized into eleven areas of competency: (1) administration; (2) communication; (3) course design; (4) evaluation; (5) group dynamics process; (6) learning theory; (7) manpower planning; (8) person/organization interface; (9) teaching practice; (10) training equipment and materials; and (11) training needs analysis. For each of the competency areas, specific occupational skills are presented for four types of persons who conduct training or development programs: instructors; managers; designers; and consultants. (GDC)

ED 164 555 TM 007 265

Altman, Robert A.
A Summary of Data Collected From Graduate Record Examinations Test-Takers During 1976-77. Data Summary Report Educational Testing Service, Princeton, N.J.
Pub Date-Dec 77
Note-110p.; For related document, see TM 008 200 ; Parts may be marginally legible due to print quality
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aptitude Tests, *Biographical Inventories, *College Entrance Examinations, College Majors, College Students, Cultural Factors, *Educational Background, *Enrollment Trends, *Graduate Study, Higher Education, Scores, *Student Characteristics, Tables (Data)
Identifiers-*Graduate Record Examinations
The data presented in this report summarize the background characteristics of 223,582 college students who took the Graduate Record Examinations (GRE) Aptitude Test during 1976-77 and who responded to at least one of the twenty background questions. Similar background data were also collected during 1975-1976; this report covers only those questions which were included in both of these years. Data are presented and compared for the following questions: (1) whether or not GRE tests have been taken previously; (2) U.S. citizenship; (3) whether or not English is the primary language; (4) ethnic or racial background; (5) undergraduate enrollment of undergraduate institution attended; (6) public, private, or religious affiliation of undergraduate institution; (7) year bachelor's degree received; (8) most recent year in which graduate school was attended at least half-time; (9) public, private, or church affiliation of graduate institution; (10) graduate degree objective; (11) age; (12) undergraduate major; and (13) intended graduate major. Additional tables compare responses to two questions (such as ethnic group, age, degree objective), and cross tabulate verbal and quantitative scores on the GRE or sex of student with selected responses. (GDC)

ED 164 556 TM 007 276

Horyna, Richard L. Nielsen, Jerry O.
Community Education Needs Assessment and Evaluation Guidebook.
Nevada State Dept. of Education, Carson City.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-50p.; Parts may not reproduce clearly due to colored ink
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Community Education, *Community Programs, Community Resources, Community Surveys, Data Analysis, *Evaluation Methods, Guides, *Needs Assessment, *Program Evaluation, Program Planning
The needs assessment process is broken down into nine steps: (1) identifying community leaders; (2) defining assessment terms; (3) developing areas of concern; (4) conducting the assessment; (5) data analysis; (6) prioritizing; (7) analysis of probable success in meeting needs; (8) planning the program; and (9) evaluation. Surveys are discussed, including both agency and community opinion surveys. Appendices include a 16-item bibliography; questions for assessing available community resources; a list of service and community organizations; a one-page checklist for survey questionnaires; considerations for conducting a needs assessment; and stages in evaluation of community education. (Author/GDC)

ED 164 557 TM 007 402

Rudman, Herbert C.

The Superintendent and Testing: Implications for the Curriculum. NCME Measurement in Education. Volume 8, No. 4, Fall, 1977.

National Council on Measurement in Education, East Lansing, Mich.
Pub Date-Oct 77
Note-9p.
Available from-Dr. Irvin J. Lehmann, 202 S. Kedzie Hall, Michigan State University, East Lansing, Michigan 48824 ($1.50 ea., 25 or more, $0.75 ea.)
Journal Cit-NCME Measurement in Education; v8 n4 F 1977
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Data Analysis, Declining Enrollment, *Educational Accountability, *Educational Legislation, Educational Problems, *Educational Trends, Elementary Secondary Education, Expenditures, State Standards, *Student Testing, *Testing Problems, Testing Programs, *Test Interpretation
Identifiers-Test Score Decline

This discussion of educational trends of interest to school superintendents focuses on three issues: (1) the general decline of birth rates, school enrollments, staff, facilities, and expenditures for instruction; (2) the increase in mandated assessments and programs brought on by declining academic performance and political influences; (3) the care that must be taken in using and interpreting test data. The author suggests three variables that are important in assessing the effectiveness of teachers or school programs: the students' characteristics; the characteristics of their homes and communities; and those school-related factors which may affect test scores. School staff must recognize the fact, he adds, that the school has little or no control over some factors which contribute to student achievement. (GDC)

ED 164 558 TM 007 521

Jordan, John E.

Facet Theory and Non-Metric Methods. The Quantification of the Qualitative.

Pub Date-Apr 76
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Affective Behavior, *Attitudes, *Attitude Tests, Correlation, *Data Analysis, Mathematical Models, Rating Scales, *Research Design, Test Construction, Test Items, *Theories
Identifiers-*Facet Analysis

Guttman's facet theory is described as a method for quantifying information concerning attitudes. It is stated that attitude items are not negatively correlated for usual populations. An attitude is defined as a delimited totality of behavior with respect to something and its components are elements of a set. The first step in facet research design is the development of a rationale. The second step is the selection of the elements in the set. Quantifying is done by mapping the elements of the set into a Cartesian space representing the rules for classification and by rank ordering according to the number of positive facet elements. Rules are given for rank ordering item content. By combining content ordering with the ordering of attitude-behavior levels, several attitude scales have been developed. The use of this method provides a basis for predicting that the correlation matrix for these attitude scales will form a simplex. There are three important aspects of facet design methodological, theoretical, and applied. (Author/CTM)

ED 164 559 TM 007 527

Secarea, Rebecca V. Olsen, Larry K.

An Evaluation Instrument for Appraising the Health Knouledge of Seventh Grade Students Participating in a Special School Health Education Project.

Pub Date-13 Oct 74
Note-12p.; Paper presented at the Annual Meeting of the American School Health Association (48th, New York, New York, October 13, 1974)
Available from-Larry K. Olsen, Chair, Health Science, Arizona State University, Tempe, Arizona 85281 (for a copy of the test)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Tests, Educational Assessment, Grade 7, *Health Education, Junior High Schools, Multiple Choice Tests, *Test Construction, Test Reliability, Test Validity
Identifiers-School Health Education Curriculum Project

A multiple-choice test was developed to assess cognitive gains resulting from participation in the School Health Education Curriculum Project. The test was intended for seventh grade students, and was based on curricular objectives in the cognitive domain: knowledge, comprehension, application, and evaluation. Educators who were familiar with the project curriculum reviewed the items, and trial tests were administered to 159 students. After the items were reviewed for acceptable discrimination, difficulty, distractor functioning, skewness, and reliability, a 47-item revised test resulted. One conclusion of this study was that the sentence completion method of developing distractor responses for multiple choice items provided a practical means of retaining the thoughts and vernacular of students for whom the test was intended. Additional testing was recommended to acquire additional data on reliability, validity, and norms. It was also suggested that more items be developed in the areas of analysis, synthesis, and evaluation. (GDC)

ED 164 560 TM 007 616

McDaniel, Ernest And Others

A Longitudinal Study of the Effects of Parental Attitudes on the Development of Self-Concepts and Attitude Toward School.

Pub Date- Mar 78
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age Differences, Elementary Education, *Elementary School Students, Family Environment, *Family Influence, Longitudinal Studies, *Parent Attitudes, *Parent Influence, Predictor Variables, *School Attitudes, *Self Concept, Student Ability, Student Attitudes

The relationship between parents' attitudes, and elementary school children's attitudes toward self and toward school were examined in two age groups: first graders who were studied through grade 3, and fourth graders who were studied through grade 6. Five tests were administered to the children: Attitude Toward School, Piers-Harris Children's Self-Concept Scale, McDaniel-Piers Young Children's Self-Concept Scale; Raven's Coloured Progressive Matrices, and the Parent's Questionnaire. The latter provided seventeen subscores: achievement aspiration for child; home learning environment; interest in child's education; demand for child's maturity and independence; quantity and quality of television; involvement in school; attitudes of resignation and of futility; conservatism; acceptance of child; permissiveness; restrictiveness; authoritarianism; nonconformity; birth order of child; and child's preschool experience. While significant correlations were found among some of the variables at each grade level, no highly consistent patterns were revealed. It was suggested that further research is needed on the effects of parental conservatism, futility, and resignation, as well as student nonverbal ability. (Author/GDC)

ED 164 561 TM 007 646

Legal Issues in Teacher Evaluation. Handbook.
Educational Testing Service, Princeton, N.J.
Pub Date-78
Note-50p.
Available from-Information Division Associate Director, Educational Testing Service, Princeton, New Jersey 08541 ($4.50)
Document Not Available from EDRS.
Descriptors-Bias, Bibliographies, Civil Liberties, *Constitutional Law, *Court Litigation, Due Process, Elementary Secondary Education, Evaluation Criteria, *Legal Problems, Legal Responsibility, *Personnel Policy, *School Responsibility, State of the Art Reviews, Teacher Dismissal, *Teacher Evaluation, Testing Problems, Workshops
Identifiers-*Evaluation Problems, National Teacher Examinations

Various legal issues associated with teacher evaluation and significant court decisions are summarized in this handbook. Three major legal issues are defined: (1) failure of the school district to follow due process when terminating tenured and non-tenured teachers, or when abolishing positions; (2) discrimination in employment and promotion, or failure to comply with affirmative action legislation; and (3) improper use of tests (particularly, the National Teacher Examination), or use of invalid, unreliable criteria for hiring and evaluating teachers. Summaries of 27 court cases are presented which cite landmark decisions and indicate recent legal developments which relate to the three major issues. These cases are not restricted to actions involving teachers. Several legislative acts are also summarized: the first and fourteenth amendments of the United States Constitution; Title VII of the Civil Rights Act of 1964 Equal Employment Opportunity; Equal Employment Opportunity Commission guidelines; Federal Executive Agency Guidelines on Employee Selection Procedures; Executive Order No. 11246; Title IX of the Education Amendments of 1972 (Higher Education Act); and Rehabilitation Act of 1973. Eighty-five bibliographical references are listed, and a series of workshop exercises are presented. These group exercises are designed to accompany a film, "The Rosedale Three." (GDC)

ED 164 562 TM 007 647

Costanzo, Nancy L.
The Process of Evaluation.
Manpower Administration (DOL), Washington, D.C.
Pub Date- 75
Note-28p.; Pages 25 through 29 of the original document are copyrighted and therefore not available; They are not included in the pagination
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Evaluation Criteria, *Evaluation Methods, *Formative Evaluation, Measurement Goals, *Measurement Techniques, Program Development, *Program Evaluation, *Projects, *Task Analysis, Test Selection
Identifiers-Discrepancy Evaluation Model
A distinction is made between program evaluation and project evaluation. The former is used to determine the effectiveness of a particular program or to compare programs. The latter is used in the initial stages of program development to define and monitor progress; to identify problems at an early stage; to record what is done and why; and to provide decision-making data. Test selection criteria and procedures for establishing external and internal validity are defined. Program evaluation consists of these steps: (1) defining objectives; (2) identifying information to document attainment of objectives; (3) selecting or developing instruments to collect this information; (4) establishing success criteria for these instruments; and (5) developing a management system for the administration and analysis of evaluation forms. Project evaluation consists of four steps, each having its own evaluation form. Steps include specifying tasks; monitoring progress toward completion; documenting completion; and evaluating completed tasks. The project evaluation approach follows Provus' Discrepancy Evaluation Model. A role distinction is made between project evaluator as manager of activities and the program evaluator as impartial planning consultant. (CP)

ED 164 563 TM 007 678

Folsom, R. E. Weber, J. H.
Relative Efficiencies of a Three-Stage Versus a Two-Stage Sample Design For a New NLS Cohort Study. 22U-884-38.
Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design.
Pub Date-Mar 76
Note-67p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Attrition (Research Studies), Cost Effectiveness, *Costs, Efficiency, *Graduate Surveys, *Longitudinal Studies, National Surveys, *Research Design, Research Methodology, *Sampling, Senior High Schools, Statistical Analysis
Identifiers-*National Longitudinal Study
Two sampling designs were compared for the planned 1978 national longitudinal survey of high school seniors with respect to statistical efficiency and cost. The 1972 survey used a stratified two-stage sample of high schools and seniors within schools. In order to minimize interviewer travel costs, an alternate sampling design was proposed, clustering schools in primary sampling units (PSUs). Two models were compared for efficiency with either 4 or 5 schools per PSU, and 9 seniors per school, and about 2,500 schools. The statistical procedures and assumptions needed for the efficiency estimates are given. The cost model includes total valuable costs for the base-year survey and five follow-up surveys. Cost depends on the number of students to be selected and on the number of PSUs. It was assumed that 40 percent of the students would move out of the PSU before the first follow-up survey. Costs were also estimated for either 30 percent or 50 percent moving out. It was concluded that gains in precision are not sufficient to justify redesigning the sample. (Author/CTM)

ED 164 564 TM 007 721

McNamara, Thomas
Follow Through Pupil Achievement Characteristics in Philadelphia Quasi-Longitudinal Data 1975-1976 and 1976-1977. Report Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-507p.; Not available in hard copy due to marginal legibility of original document; For earlier reports, see ED 136 941 and 942
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Achievement Rating, *Attendance Patterns, *Compensatory Education Programs, Data Analysis, *Educational Experience, Elementary Education, Group Norms, Longitudinal Studies, Performance Factors, *Program Effectiveness, Program Evaluation, *Program Length, Tables (Data)
Identifiers-Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through, Project Head Start
Quasi-longitudinal data on student achievement, drawn from a computerized file on about 50,000 children, essentially consist of cross-sectional performance data analyzed in terms of length of program exposure while allowing for analysis of post-program performance on the basis of program exposure. The data are also analyzed according to the major variables of Head Start or equivalent experience, and yearly absence rates. Performance is analyzed in the form of effectiveness scores, which involve: (1) ratio of actual to possible instances of higher performance; (2) comparison of Follow Through groups with total city and non-Follow Through; and (3) percentile ranks above the 50th and below the 16th in reading and mathematics achievement. The findings indicate that low absence and/or Head Start or similar early experience positively affect achievement. Very extensive data tables are appended which present achievement data for different Follow Through programs and grade levels. (Author/GDC)

ED 164 565 TM 007 734

Eichelberger, R. Tony
Multiple Stakeholders and Evaluation.
Pub Date-29 Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accountability, Control Groups, Educational Programs, *Evaluation Criteria, *Evaluation Methods, Evaluative Thinking, *Information Utilization, Program Evaluation, *Research Design, *Research Problems, *Values

Evaluations occur within a political decision-making mileau, where multiple stakeholders are contending for limited funds. Given the subjective basis of empirical information, different conclusions or recommendations about a program may result from different ideological, theoretical, and disciplinary perspectives. The logic behind the interpretation of results, and the assumptions necessary for such interpretations, must be specified and explained to facilitate the most appropriate use of an evaluation. Because of the complexity of many statistical techniques presently used, much work is needed to identify what assumptions must be met for meaningful and useful interpretations of results in a specific decision-making situation. The rationales for both the inclusion and the exclusion of the variables to be considered in an evaluation should be made explicit. The problem of obtaining a matched control group is often nearly impossible. The relatioship between the statistical analysis and the evaluation question is often based on tenuous assumptions. The evaluation of Project Follow Through is used to exemplify these problems. (Author/CTM)

ED 164 566 TM 007 743

Final Report on the Development of Essential Competencies and Matching Evaluation Instruments for Evaluating the Performance of First-Year Typewriting Students in the High Schools of Pennsylvania.

Robert Morris Coll., Coraopolis, Pa. Businesss Teacher Education Dept.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-89p.; Not available in hard copy due to marginal legibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Skills, Course Objectives, Performance Based Education, *Performance Tests, Secondary Education, Standards, *State Surveys, *Test Construction, *Typewriting
Identifiers-Pennsylvania, Test Manuals

Course objectives used in Pennsylvania high school typewriting classes were used as a basis for constructing a test of typing competencies. The skills tested involved the typing of business letters, carbon memoranda manuscripts, column tables, and invoices; timed writing; English usage; and proofreading. The tests were administered to first-year typewriting students in 40 Pennsylvania high schools. Results indicated that the majority of the students met or exceeded the standards set for typing business letters. More than half of the testees, however, did not meet the minimum standards of performance set for the other competencies. Performance was lowest on the typing of invoices; there was some doubt expressed as to the advisability of teaching this skill in a first-year course. Analysis indicated that had the students' accuracy paralleled their typing speed, competent performance might have increased from five to thirty-eight percent on various skills. The tests also indicated that 62% did not meet the accepted standard for proofreading skills; increased practice was recommended for typing classes. The test problems and materials associated with test development are appended. (GDC)

ED 164 567 TM 007 754

Britton, Gwyneth
Career-Sex-Race Analysis Kit.
Britton and Associates, Inc., Corvallis, Oreg.
Pub Date-77
Note-28p.
Available from-Gwyneth Britton and Associates, Inc., 1054 N.W. Fillmore, Corvallis, Oregon 97330 ($5.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Characterization, *Ethnic Stereotypes, *Evaluation Criteria, *Occupations, Racism, Sex Fairness, *Sex Stereotypes, Stereotypes, Textbook Bias, Textbook Evaluation

This kit for sex/race/career analysis provides educators and parents with an appropriate tool for objectively documenting the existence or absence of sex, race, or career bias in reading, literature, and social science curriculum. These procedures may also be used to document the portrayal of other characters, such as the aged, single parent families, the handicapped, and farmers. The evaluation focuses on two criteria: (1) number of major characters by sex and race; and (2) number and name of careers or occupations by sex and race. Racial minorities include blacks, native Americans, Mexicans, Puerto Ricans, Chinese, Japanese, Filipinos, and non-identifiable other (including Alaskan Indians and Hawaiians). Sample analysis forms are included, with instructions for recording and analyzing the data. Summary forms, to be used for textbook series, are also included. (Author/GDC)

ED 164 568 TM 007 766

Ackerman, Amy S.

Adjunct Questions: Help or Hinder? A Critical Review of Theoretical and Empirical Research with Specific Regard for Age and Ability of the Learner, and Level of the Question.

Pub Date-77
Note-151p.; Best copy available
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Ability, *Advance Organizers, *Age, *Complexity Level, Educational Research, Evaluation Criteria, Incidental Learning, Intentional Learning, *Learning, Learning Processes, Learning Theories, *Literature Reviews, Prose, Psychological Studies, Questioning Techniques, Recall (Psychological)

Adjunct questions are test-like items interspersed at regular intervals, preceding or following prose passages, with the intention of increasing subsequent learning. In this state-of-the-art review, studies which include three major variables age, ability, and question complexity level are examined to determine whether a particular combination of the variables increases an individual's control over learning (either incidental or intentional learning). The following conclusions are supported: (1) the use of adjunct questions may facilitate intentional learning (especially with low ability students), but fails to increase incidental learning; (2) deeper processing and greater learning and retention result when higher order questions are employed; (3) when adjunct questions are used with young learners, the recall of processing strategies should be stimulated prior to reading the instructional passages; and (4) additional research with special attention given to different learning outcomes, types of memory structures, transfer tasks, aptitude-treatment interactions, and the influence of other modes of instruction (nonprint media) should be conducted. The appendix contains an outline of criteria for the evaluation of published research; a critical review of twenty-five articles related to adjunct questions; and a proposed experimental study. (CP)

ED 164 569 TM 007 770

Eckard, Pamela J.

Design and Validation of an Observation Schedule and Self-Report for the Measurement of Self-Concept in an Educational Setting.

Pub Date- Apr 76
Note-125p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Behavior Rating Scales, Classroom Environment, *Classroom Observation Techniques, Elementary School Students, Factor Analysis, Group Dynamics, *Group Norms, Group Tests, Intermediate Grades, Peer Influence, *Self Concept, *Self Concept Tests, Self Evaluation, Test Construction, Test Reliability, Test Validity
Identifiers-*Group Self Concept Observation Schedule, *How I Am at School Self Report

The development of two new rating scales, a classroom observation schedule and a comparable student self-report questionnaire, is described. Both instruments are designed to measure group self-concept, defined as a social structure exhibiting interactions which indicate values, attitudes, and beliefs that determine the self-perception of a group, wherein individuals mirror the composite group perceptions demonstrated through group behavior. The student self-report questionnaires were combined for all members of a class in order to obtain an average score for each item to represent the class score. The classroom observation schedules were completed by five pairs of trained observers in each of seven groups three fourth grade classes, three fifth grade classes, and one seventh grade group that included three classes working together. The instruments were designed to record descriptions of behaviors in four categories: peer interactions, teacher-pupil interactions, pupil-environment interactions, and physical self-presentation. Factor analysis of the student self-report data revealed five oblique factors. Estimates were made of scale reliabilities and of content validities. (Author/CTM)

ED 164 570 TM 007 804

Dayton, Charles W. Jung, Steven M.
Accreditation Agency Field Test of Institutional Self Study Form. Improving the Consumer Protection Function in Postsecondary Education.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-AIR-52800-6/78-TR(5)
Pub Date-30 Jun 78
Contract-300-75-0383
Note-114p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Accreditation (Institutions), College Students, *Consumer Protection, Educational Policy, Institutional Characteristics, *Postsecondary Education, *Questionnaires, School Policy, *Self Evaluation, Student College Relationship, *Student Rights, Test Construction
Identifiers-*Institutional Self Study Form, Test Manuals
The Institutional Self Study Form for Postsecondary Institutions (ISSF) has been developed to help accreditation agencies provide consumer protection to college and university students. It is designed to detect and quantitatively scale the potential for abuse in institutions, and can be completed by anyone who is knowledgeable about the consumer protection policies, practices, and conditions of that institution. The ISSF consists of 123 weighted items on potentially abusive practices, divided into nine categories: (1) misleading recruiting practices and lax admissions policies; (2) lack of necessary disclosure in written documents; (3) misrepresentation of accredited status; (4) inequitable tuition refund policies; (5) inadequate procedures to insure qualified and stable faculty; (6) inadequate record-keeping; (7) failure to maintain relevant and up-to-date occupational training programs; (8) inadequate job placement services; and (9) financial instability. This instrument was field tested in nine institutions granting associate's, bachelor's, or graduate degrees. Participants were interviewed for their opinions and suggestions for improvement, which are reported. The ISSF is appended, along with its user guide, an explanation of the weighted scoring system, and sample reports. (GDC)

ED 164 571 TM 007 817

Corder-Bolz, Charles R.
A Monte Carlo Study of Six Models of Change.
Southwest Educational Development Lab., Austin, Tex.
Pub Date- 78
Note-32p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Analysis of Covariance, *Analysis of Variance, Comparative Statistics, Hypothesis Testing, *Mathematical Models, Scores, Statistical Analysis, *Tests of Significance
Identifiers-*Change Scores, *Monte Carlo Method
A Monte Carlo Study was conducted to evaluate six models commonly used to evaluate change. The results revealed specific problems with each. Analysis of covariance and analysis of variance of residualized gain scores appeared to substantially and consistently overestimate the change effects. Multiple factor analysis of variance models utilizing pretest and post-test scores yielded invalidly low F ratios. The analysis of variance of difference scores and the multiple factor analysis of variance using repeated measures were the only models which adequately controlled for pre-treatment differences; however, they appeared to be robust only when the error level is 50% or more. This places serious doubt regarding published findings, and theories based upon change score analyses. When collecting data which have an error level less than 50% (which is true in most situations), a change score analysis is entirely inadvisable until an alternative procedure is developed. (Author/CTM)

ED 164 572 TM 007 845

Bell, Robert M.

Medical School and Physician Performance: Predicting Scores On The American Board of Internal Medicine Written Examination.

Rand Corp., Santa Monica, Calif.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Report No.-Rand-R-1723-HEW
Pub Date-Aug 77
Contract-NOI-MB-24196
Note-43p.
Available from-Rand Corporation, 1700 Main Street, Santa Monica, California 90406
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Graduate Medical Education, *Graduate Medical Students, Higher Education, *Medical Schools, *Occupational Tests, Performance Factors, *Physicians, *Predictor Variables, *Success Factors

Identifiers-*American Board of Internal Medicine Examination, National Board Examinations

Scores from the American Board of Internal Medicine certification examination (ABIM) were analyzed to relate the quality of physician performance (best indicated by ABIM scores) to early factors in the physician's training. Data were obtained on 438 1955, 1960, 1965, and 1969 graduates of nine unnamed medical schools. Regression analyses were performed to determine the importance of various stages of the training period on the ABIM score. Significant differences were found between the nine schools; a substantial amount of this difference was due to the quality of students admitted. Preadmission variables, however, accounted for less than 14% of the variance in ABIM scores. Medical school class rank accounted for 22%, and National Board scores taken in the junior or senior year of medical school were even better predictors. Much more of the separation in scores was attributable to the medical school period than to preadmission variables. No significant relationship was found between ABIM scores and postgraduate training. It was found, however, that graduates taking the examination as soon as possible after eligibility performed better than those who waited. The measurement error, 11 to 25% of the total variance, was fairly small considering the homogeneity of the sample. (Author/GDC)

ED 164 573 TM 007 848

Maraschiello, Richard

Post-Program Achievement of Prekindergarten Children in Philadelphia: Quasi-Longitudinal Data. 1974-1975 Through 1976-1977. Report
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Jun 78
Note-37p.; For related document, see TM 007 721
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Attendance Patterns, *Compensatory Education Programs, Early Childhood Education, *Early Experience, Educational Experience, Longitudinal Studies, *Performance Factors, *Preschool Programs, *Program Effectiveness, Program Evaluation
Identifiers-Pennsylvania (Philadelphia), Philadelphia School District PA, *Project Follow Through, Project Head Start

Data are reported on the performance of the total available prekindergarten population affiliated with the School District of Philadelphia as its graduates'' proceeded through the school years. The report covers three cohorts those entering kindergarten in the fall of 1974, 1975, and 1976 from the two major prekindergarten programs in the city for which data were available back to September, 1974. This report provides three years of information on kindergarten performance, two years on first grade performance, and one year on second grade performance. Compared to total city performance, prekindergarten experience generally produced higher reading and mathematics achievement. The data, however, did not support a differential effect for a specific type of prekindergarten experience. Follow Through experience following prekindergarten had a consistently positive effect on mathematics performance. Of the original Follow Through programs, the Behavior Analysis model, combined with prekindergarten experience, resulted in higher achievement than any other model. This group's performance also exceeded three fourths of the non-Follow Through comparison groups. It was also found that low absence while in Follow Through enhanced the performance of children with prekindergarten experience. (Author/GDC)

ED 164 574 TM 007 851

Citizen Attitudes Toward Education 1974-1975 Massachusetts Educational Assessment Program.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-May 75
Note-97p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Attitudes, *Educational Attitudes, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Needs Assessment, Parent Attitudes, *Public Opinion, School Attitudes, *State Surveys, Student Attitudes, Teacher Attitudes
Identifiers-*Massachusetts

The results are reported of a survey of citizen attitudes toward education in Massachusetts, that was conducted in conjunction with a statewide educational assessment of 9 and 17-year old students during 1974-1975. The results were weighted to give 36% weight to parents and other adults, 36% to students and recent graduates, 18% to teachers and school administrators, and 10% to business and community leaders; but data are given by categories as well as by totals. There was a high degree of agreement between different categories of citizens. The major finding was the desire for more attention to be given to basic skills and to career education, and for more funds to be spent on occupational preparation. Tables present data on the following topics: (1) emphasis on 28 school concerns; (2) opinions on 14 statements about public education; (3) ratings of the overall quality of the local school; (4) ways in which more money should be spent if it were available; (5) ways in which school budgets should be reduced; and (6) changes desired during the next 10 years. Demographic and geographic descriptions are provided for the respondents. (CTM)

ED 164 575 TM 007 867

Tomala, Gail Pawelkiewicz, Walter

Predicting Field Independence from Intelligence and Socioeconomic Status: A Univariate and a Multivariate Scheme.

Connecticut Univ., Storrs. School of Education.
Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Style, Cognitive Tests, *Intelligence Differences, *Predictor Variables, Primary Education, Social Differences, *Socioeconomic Influences, Test Validity
Identifiers-*Field Dependence Independence, Portable Rod and Frame Test

The relationship between field independence, intelligence, and social class was investigated in a group of 150 kindergarten, second, and third grade children. The effect of social class upon field independence was also studied after controlling for intelligence. The Portable Rod and Frame Test was administered ten times using instructions developed for this age group. Intelligence was measured using the Otis-Lennon Intelligence Tests, and socioeconomic status was determined from the student's cumulative records and father's occupation. Low to moderate relationships were found among the two independent variables and field independence. Socioeconomic status correlated significantly with intelligence and with field independence. Intelligence correlated significantly with field independence. However, controlling for the effects of intelligence indicated that any positive relationship found between cognitive style and socioeconomic status was most likely exaggerated. It appeared that intellectual variables far outweighted socioeconomic differences in cognitive orientation. Data on the cognitive styles of students may have practical classroom applications. (Author/GDC)

ED 164 576 TM 007 890

Manual for the USTES General Aptitude Test Battery. Section II: Norms, Occupational Aptitude Pattern Structure.
Manpower Administration (DOL), Washington, D.C.
Pub Date-70
Note-140p.; For related documents, see TM 007 889, 008 801, and 008 281; Small type may be marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-014-00016-7, $3.50)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Adults, Aptitude Tests, Cutting Scores, Equated Scores, Grade 9, Grade 10, Higher Education, *Norms, *Occupational Tests, *Occupations, Senior High Schools, *Test Interpretation, *Vocational Aptitude
Identifiers-*General Aptitude Test Battery, *Test Manuals

The nine aptitudes measured by the General Aptitude Test Battery (GATB) are intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. This revised test manual presents: (1) percentile equivalents of aptitude or standard scores for adults, tenth graders, and ninth graders; (2) minimum intelligence scores as predictors of success in junior college, four-year college, and professional education; (3) a description of the Occupational Aptitude Pattern Structure (OAP), which displays GATB norms for the three age groups; (4) the standard error of measurement of the GATB; (5) OAP's, 1,100 occupations; (6) six important researched jobs not incorporated into the OAP; (7) an alphabetical index of occupations; and (8) a list of worker trait groups and OAP's in which they appear. The OAP's consist of the most significant aptitudes and the critical scores established as minimum (cutting) scores for a group of occupations having similar aptitude requirements. The titles and numerical codes for the occupations are taken from the Dictionary of Occupational Titles (CP)

ED 164 577 TM 007 968

Brictson, Paula T. Roeber, Eduard D.

The Role of the State Agency in Local Assessment Systems. The Michigan Educational Assessment Program Kindergarten Program.

Pub Date-Mar 78

Note-50p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978) ; Not available in hard copy due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Affective Objectives, Cognitive Objectives, *Educational Assessment, *Educational Objectives, Evaluation Methods, *Kindergarten, Primary Education, Psychomotor Objectives, *State Programs, Student Evaluation, *Student Testing, *Teacher Attitudes, Testing Programs

Identifiers-Michigan, Michigan Educational Assessment Program

As part of the Michigan Educational Assessment Program, 132 preprimary objectives were developed in the cognitive, affective, and psychomotor domains. Volunteer teachers assessed the attainment of these skills in their kindergarten children. A profile on each student was designed to report skill attainment to first grade teachers and parents. The kindergarten teachers were allowed to test their students only on those objectives of interest in that classroom. Four methods of assessment were available: state-developed tests; teacher developed or commercial tests; observation; or other sources of information, such as parents or other teachers. The teachers maintained records of individual and group attainment, and indicated: (1) the most important objectives; (2) the preferred assessment method; (3) the number of objectives which can be assessed in one year, and (4) opinion of the tests. Resulting class rosters indicated that more students were assessed on the cognitive and psychomotor (not affective) objectives. State tests were the most frequently used method, with observation second. Teachers felt that the collection and analysis of the data consumed large amounts of time, and that a majority of kindergarteners had already mastered the objectives tested. The objectives and teacher responses are appended. (GDC)

ED 164 578 TM 007 969

Roeber, Edward D. Brictson, Paula T.

Individualizing Testing in a State Assessment Program. Metric Measurement and Music. The Michigan Educational Assessment Program.

Pub Date-Mar 78

Note-137p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978) ; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Achievement Tests, *Educational Assessment, Educational Objectives, Elementary Education, Grade 4, Grade 7, *Individual Tests, *Metric System, *Music, Performance Tests, *State Programs, Testing Programs, Test Items, Test Results

Identifiers-Michigan, Michigan Educational Assessment Program, Test Manuals

As part of the Michigan Educational Assessment Program, a sample of approximately 2,000 fourth and seventh grade students were tested in music and metric measurement. Teachers and curriculum specialists helped to develop individualized tests which could measure the attainment of objectives that could not be tested with group-administered items, such as multiple choice tests. The tests were administered and scored by volunteers from state teaching associations, rather than by personnel in the 192 schools involved. The test examiners and specialists who reviewed the tests responded to a questionnarie about the costs and benefits of developing and administering individual tests. They generally felt that the expenses involved in such testing were justified, because the type of information provided about state and local educational programs and about student skill attainment was worth it. Appendices include measurement objectives for both metric and music tests, the tests themselves, instructions for administering and scoring, and resulting item statistics. (GDC)

ED 164 579 TM 008 001

Manual for the USES General Aptitude Test Battery. Section III: Development.
Manpower Administration (DOL), Washington, D.C.
Pub Date-70
Note-423p.; For related documents, see TM 007 890 and 008 281 ; Small type may be marginally legible
Available from-Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402 (Stock Number 029-014-00018-3, $3.95)
EDRS Price MF-$0.83 HC-$22.00 Plus Postage.
Descriptors-Adults, Aptitude Tests, Bibliographic Citations, Higher Education, Norms, *Occupational Tests, Occupations, Scoring Formulas, Senior High Schools, Test Bias, *Test Interpretation, Test Reliability, *Test Reviews, *Test Validity, *Vocational Aptitude
Identifiers-*General Aptitude Test Battery, *Test Manuals

This revised manual for the General Aptitude Test Battery (GATB) discusses: (1) historical development; (2) item analysis; (3) factor analysis; (4) physical format; (5) general working population norms (ages 18-54); (6) intercorrelations of raw GATB test scores and of GATB aptitude scores; (7) development of norms for specific occupations (tables present data for various GATB validity studies on 446 occupations defined by the Dictionary of Occupational Titles); (8) development of norms for specific occupations; (9) validity of norms for specific occupations; (10) development of Occupational Aptitude Pattern Structure; (11) validity of Occupational Aptitude Pattern norms; (12) relationship of aptitudes to college success; (13) effectiveness of tests in selection and counseling; (14) correlations with 40 other standardized tests; (15) reliability and effects of practice; (16) effect of training on scores; (17) effect of sex, minority group status, and cultural exposure on scores; (18) effect of aging on scores; (19) effect of disabilities on scores; (20) 9th and 10th grade norms; (21) use of the GATB with the disadvantaged; (22) use of test results; and (23) a 706-item bibliography. (CP)

ED 164 580 TM 008 026

Forster, Fred Doherty, Victor

Using the Rasch Approach to Measurement to Solve Practical School Testing Problems.

Pub Date-Mar 78

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978; Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Achievement Tests, Basic Skills, Educational Objectives, Elementary Education, Equated Scores, *Item Banks, Low Achievers, Minimum Competency Testing, *Norm Referenced Tests, *Test Construction, *Testing Programs

Identifiers-*Out of Level Testing, *Rasch Model, Rasch Scaled Scores

As a result of using the Rasch model in building item banks in reading and mathematics, we were able to design two new testing programs for our district. The first was a grade level competency-based evaluation program designed to identify our district's low achievement-level students as well as the precompetency goals on which they needed help. The second was an ungraded testing program designed to replace our wide-range standardized testing by a series of short level tests which were assigned to students to match their individual achievement levels. In undertaking this task, we found that the Rasch-calibrated item bank made it possible to precisely design these tests to meet the needs of our district. Based on this year's experience, we believe that item banks with Rasch scaling provide a level of flexibility and precision unavailable in the past. (Author)

ED 164 581 TM 008 029

Templin, Patricia Scheyer
Still Photography: Can It Provide Program Portrayal?
Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Available from-Center for Instructional Research and Curriculum Evaluation, 270 Education Building, University of Illinois, Urbana, Illinois 61801 ($0.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bias, *Case Studies, Credibility, Educational Programs, Ethics, *Evaluation Methods, *Guidelines, *Photographs, *Program Descriptions, *Program Evaluation
Still photography can help portray educational programs for description and evaluation. There may, however, be problems with this method. Photographic images idealize the subjects; the framing is arbitrary, lends importance and veracity at the same time it levels an event to a very thin slice of reality. The evaluator-photographer may have conflicting purposes art and observational evidence, Still photographs will capture multiple realities. Photographs provide such powerful evidence that efforts to get accurate representations of reality without sacrificing relevance or observational quality raise problems about negotiating the truth, and simultaneously protecting human subjects. To allay those problems, evaluators may rely on various ethical guidelines: (1) taking many photographs across time activities and settings; (2) photographing conventional and unconventional events in proper proportion; (3) triangulating the photographs as they would any other form of data; and (4) negotiating the photographs with rich feedback from participants. (Author/GDC)

ED 164 582 TM 008 031

Antill, Ellen Speidel, Gisela E.
Standardized Test Results: KEEP and Control Students. 1975-1976, Technical Report Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Pub Date-Jan 77
Note-20p.; For related documents, see ED 158 832 and 833
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Comparative Testing, *Demonstration Programs, Early Childhood Education, *Elementary School Mathematics, Hawaiians, Intelligence Tests, *Program Evaluation, *Reading Achievement, *Reading Readiness, Reading Readiness Tests, Reading Tests, *Test Results
Identifiers-Gates MacGinitie Reading Tests, *Kamehameha Early Education Program, Metropolitan Achievement Tests, Metropolitan Readiness Tests, Wechsler Intelligence Scale for Children, Wechsler Preschool Primary Scale of Intelligence, Woodcock Reading Mastery Tests
This report presents the results of various standardized measures administered to Kamehameha Early Education Program (KEEP) students and control students in the school year 1975-1976. In contrast to previous comparisons, KEEP employed more rigorous procedures for the selection of the control students and for the conditions of test administration. These new procedures are described. The kindergarten and first grade KEEP students are superior on measures of math and reading, and, with the possible exception of the Metropolitan Readiness Test, the higher achievement cannot be said to be the result of intelligence differences. The KEEP second and third grade are not significantly different from the control grades on either reading or math measures. These results are essentially what KEEP expected since it was predicted that the effects of the new curriculum would be most evident in kindergarten and first grade. (Author/CTM)

ED 164 583 TM 008 038

Grow, Richard T.

Junior High Norms for the Bender Gestalt.

Pub Date- 77
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Age Differences, Cognitive Tests, Junior High Schools, *Junior High School Students, *Norms, Parental Background, Prognostic Tests, Projective Tests, Sex Differences, Tables (Data), Timed Tests, *Visual Measures
Identifiers-*Bender Gestalt Test

Norms are tabulated for the Bender Gestalt Test, based on a group of 62 male and 73 female junior high school students in Utah. These norms are designed to fill a gap in norms which now range from 3 years through adult. The students in this group were aged 12 through 14. Standard Bender Gestalt cards were used. The tests were administered individually and scored with the Pascal and Suttell scoring technique. A two-way analysis of variance found no significant differences and no significant interaction for sex and family occupation. Mean number of errors was 26 and mean elapsed time was five minutes and six seconds. These data fit the established trend of increasing ability with increasing age. Tables present the resulting T score equivalent to the number of errors from 1 to 73, and the resulting T score equivalent to elapsed time from twenty seconds to nine minutes, fifty-one seconds. (CTM)

ED 164 584 TM 008 057

Minter, Mary And Others
Implementing a Minimum Competency Testing Program. Report No. 77.30.
Pub Date-Mar 78
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Grade Equivalent Scores, *Graduation Requirements, *Mastery Tests, *Minimum Competency Testing, *Program Development, Reading Achievement, Remedial Instruction, Secondary School Mathematics, Senior High Schools, *Testing Problems, *Testing Programs, Test Validity
Identifiers-Austin Independent School District TX, California Achievement Tests, Sequential Tests of Educational Progress
Administrative and technical problems were encountered in carrying out a minimum competency program for high school students in the Austin (Texas) Independent School District. The history of required minimum competency testing was reviewed briefly, and the process of clarifying and operationalizing the requirements was described within the Austin system, decisions were made about which students were to be tested, when, where, and by whom. A consideration of test security problems led to the decision to form an item pool using Rasch procedures to scale and select items and to identify cutting scores. The question of possible test bias was resolved by accepting the Rasch model of test fairness. The problem of curricular validity was resolved by subjective review of test content by the district curriculum staff. A suggestion was made that a study should compare the operational definition of eight grade competency with the intended meaning as perceived by the board of trustees who formulated the policy. The number of students who passed the tests after several successive test administrations is indicated. Testing began at the end of the ninth grade, so that students needing remedial instruction could be identified while still in high school. (CTM)

ED 164 585 TM 008 063

Aaronson, May And Others

Preschool Preposition Test: Developmental Screening for Head Start.

Pub Date-30 Mar 78
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related document, see TM 008 325 ; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Comparative Testing, *Compensatory Education Programs, *Diagnostic Tests, Disadvantaged Youth, Early Childhood Education, Form Classes (Languages), Parent Child Relationship, *Predictive Validity, *Preschool Tests, *Screening Tests, Test Validity, Verbal Development, *Vocabulary Development
Identifiers-Prepositions, *Preschool Preposition Test, Project Head Start, Spatial Skills

As a preschool screening instrument, the Preschool Preposition Test (PPT) can play an important role in the early identification of cognitive delay. PPT scores increase appropriately with chronological age. Cognitive data demonstrate impressive correlations with recognized intelligence tests (the Stanford-Binet and the Peabody Picture Vocabulary Test), and it correlates well with teachers' ratings of classroom performance. It has concurrent validity as a test of receptive language ability and predictive validity in areas designated as Verbal, Nonverbal and Quantitative Abilities on a test of cognitive abilities. The long term predictive power demonstrated in a third grade follow-up study of students from 10 Head Start classes is considered strong and unexpected in so brief and simple a screening tool. A possible link between PPT scores and the mother's nurturant and verbal behavior with her child is indicated from reports of parent-child relationships in three home-based intervention studies. Based on the investigation of five Head Start programs and one third grade follow-up study, it is concluded that administering the PPT a few weeks after the beginning of the school year provides useful identifying information about students likely to encounter scholastic difficulties. The PPT can be administered quickly by classroom staff or volunteers. Children earning the poorest scores should be assessed further to determine the underlying causes. Special needs can then be met early in the preschool year, helping students to overcome emerging difficulties which could develop into scholastically handicapping conditions. (Author/GDC)

ED 164 586 TM 008 078

Smith, Lorne R.
Cooperative Evaluation of School Systems.
Pub Date-Jun 78
Note-16p.; Paper presented at the First Congress on Education (Toronto, Ontario, Canada, June 20, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Foreign Countries, Formative Evaluation, Interagency Cooperation, Models, *Public School Systems, *Self Evaluation, State Departments of Education, Systems Approach
Identifiers-Ontario
The Ontario (Canada) Ministry of Education developed a six-stage evaluation model for local school districts that emphasized the values of involvement, communications, self-evaluation, cooperation, comprehensiveness, continuity, and coordination. The model includes the four components of people, purposes, programs, and products. The initiation and formal request stage incorporates inquiry, exploration, tentative commitment, and letters of agreement between the local school board and the ministry of education. The internal evaluation stage uses system review guides; role review guides for trustees, administrators, and teachers; program review guides organized under objectives, course design, teaching strategies, resources and materials, facilities, staff development, and evaluation processes and procedures. The external evaluation stage assesses the validity of the conclusions drawn by the internal team. The cooperative review stage is a meeting to produce understanding of all areas of agreement and disagreement. The evaluation report stage produces a document overviewing strengths and weaknesses with recommendations for future implementation. The final stage consists of followup activities to implement the recommendations. (Author/CTM)

ED 164 587 TM 008 079

Rossi, Robert J. Gilmartin, Kevin J.

Social Indicators of Youth Development and Educational Performance: A Programmatic Statement.

Pub Date- Jun 78
Note-64p.; Paper presented at the First Canadian Congress (Toronto, Ontario, Canada, June, 1978) ; Parts of appendix marginally legible
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Adolescents, Data Processing, *Evaluation Criteria, Evaluation Methods, *Informal Assessment, *Personal Growth, Predictor Variables, Quality of Life, Secondary Education, *Social Development, *Social Indicators, *Student Development, Student Evaluation, Time, Trend Analysis, Youth
Identifiers-Time Series Analysis

This paper argues for the use of social indicators, in conjunction with the traditional norm-referenced and criterion-referenced tests, to assess the effects of local educational systems. A conceptual framework for the study of educational performance is presented, interrelating: (1) personal resources invested by youth; (2) opportunities for development; (3) developmental behaviors; (4) educational system impacts; and (5) other contextual variables which together affect progress toward adulthood. Four types of variables (status-descriptive, developmental behaviors, personal investment behaviors, and contextual variables) and 15 content areas that should be monitored are described, with examples of social indicators for each. Procedures are presented for selecting variables, collecting time-series data, and analyzing and reporting the indicators, relying entirely on existing data sources. Appendices include a data base screening form, a statistic screening form, and a list of national, state, county, and city sources of time-series data relevant to youth development and educational performance. (Author/GDC)

ED 164 588 TM 008 085

Report on the Intermediate Evaluation Project Phase II.
Pub Date-78
Note-32p.; Small type of pages 18-30 may be marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Abstract Reasoning, *Academic Achievement, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Foreign Countries, *Grade 8, *Item Analysis, Junior High Schools, Moral Values, Problem Solving, *State Surveys, Student Attitudes, *Testing Programs, Test Items, *Test Results
Identifiers-Canada, Ontario

A series of tests was administered to Ontario, Canada students who had completed the eighth grade: mathematics, reading, language, written English, social studies, science, health, physical fitness, French as a second language, French as a first language, written French, values, moral reasoning, problem solving, and attitudes. Approximately 50 school boards and 15,000 students participated in this project, which had three goals: to (1) provide information to students, parents, and teachers concerning individual achievement; (2) provide information about achievement overall, within a system, and within a school, and (3) provide formative evaluation about current curricula. Objectives used to construct the tests were categorized into those items which the student "must know", "should know", and those which it would be "nice to know". Individual students' test results were then classified according to three bench marks: level of competence, honors, and high honors. Statistical data are presented for each test, including correlation data between subtests. Item analysis data presented for each test include the educational objective tested, a sample test question, classification (must know, should know, or nice to know), name of subtest containing the item, and a brief description of overall results. (GDC)

ED 164 589 TM 008 089

Breland, Hunter M.

Sex and Ethnic Comparisons of Test Validity Using A Blind-scored Essay As A Criterion.

Pub Date-Mar 78
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Analysis of Covariance, *College Entrance Examinations, Correlation, *Essay Tests, Higher Education, *Minority Groups, Objective Tests, Predictive Ability (Testing), Predictive Validity, *Scoring, Senior High Schools, *Sex Differences, *Test Bias, Writing Skills
Identifiers-Scholastic Aptitude Test, *Test of Standard Written English

Data were collected for a brief objective English test, the Test of Standard Written English (TSWE), and for subsequent essay writing performance in four institutions. Data were then pooled across the four institutions and subclassified into four groups: males, females, majorities, and minorities. The groups were then compared with respect to TSWE score distributions, correlations of TSWE scores with later performance in freshman English courses and regressions of essay scores on TSWE scores. Neither the correlational nor the regression analyses suggested any substantial differences in prediction among the groups. Statistically significant differences were obtained, however, between the slopes of the regression lines for males and females and between the intercepts of the regression lines for majorities and minorities. The regression lines thus indicated that females scoring high on the TSWE tended to write better essays than males scoring high on the TSWE. Conversely, low-scoring females tended to write worse essays than low-scoring males. The majority and minority regression line comparisons indicated that, for the same TSWE score, majorities tended to write better essays than minorities throughout the range of TSWE scores. However, these differences were not of sufficient size to be of any practical significance. (Author/CTM)

ED 164 590 TM 008 100

Reading: Texas Assessment of Essential Objectives.
Texas Education Agency, Austin.
Pub Date-78
Note-61p.; For related document, see TM 008 101
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Age Differences, *Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Grade 6, Grade 11, *Performance Factors, *Reading Achievement, *Reading Comprehension, Reading Skills, Reading Tests, *State Surveys, Student Characteristics, Test Results
Identifiers-Texas, *Texas Assessment Project

Results of a survey using a criterion referenced test of reading comprehension for a large sample of sixth and eleventh grade students throughout Texas are reported in detail. Details of the sampling design and of the test development are reported elsewhere. Results are reported in terms of the percent of students correctly answering three out of four items for each of 11 objectives at sixth grade and 10 objectives at eleventh grade. These results are reported for the state as a whole and separately for a number of categories, as follows: by 20 geographic regions; three ethnic groups (black, Mexican American, and other); sex; type of school district (urban, rural, etc); family economic status; per pupil expenditure in school districts; special characteristics of student programs; and home factors assumed to be related to reading achievement (languages spoken in the home, reading materials, time watching television, homework, parental education and students' educational aspirations). Major findings are summarized. Appendices list general comprehension and applied comprehension skills; labels and definitions for categories used in classifying data; percent of students mastering objectives by all category groups; and copies of forms used to collect the data. (CTM)

ED 164 591 TM 008 101

Mathematics: Texas Assessment of Essential Objectives.
Texas Education Agency, Austin.
Pub Date-78
Note-61p.; For related document, see TM 008 100
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Age Differences, *Arithmetic, *Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, Grade 6, Grade 11, *Performance Factors, *Secondary School Mathematics, *State Surveys, Student Characteristics, Test Results
Identifiers-Texas, *Texas Assessment Project

Results of a survey using a criterion referenced test of mathematics for a large sample of sixth and eleventh grade students throughout Texas are reported in detail. Details of the sampling design and of the test development are reported elsewhere. Results are reported in terms of the percent of students correctly answering three out of four items for each of 12 objectives at sixth grade and 11 objectives at eleventh grade. These results are reported for the state as a whole and separately for a number of categories, as follows: by 20 geographic regions; three ethnic groups (black, Mexican American, and other); sex; type of school district (urban, rural, etc); family economic status; per pupil expenditure in school districts; special characteristics of student programs; and home factors assumed to be related to educational achievement (language spoken in the home, reading materials, time watching television, homework, parents' education, and students' educational aspirations). Major findings are summarized. Appendices list essential mathematics objectives; percent of students mastering objectives by all category groups; copies of forms used to collect the data; and labels and definitions for categories used in classifying data. (CTM)

ED 164 592 TM 008 103

Madey, Doren And Others
A Framework for the Evaluation of the State Capacity Building Program.
National Testing Service, Inc., Durham, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date-May 78
Contract-400-76-0166
Note-57p.; For related document, see TM 008 065; Several pages may be marginally legible due to light and broken type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Data Analysis, Data Collection, *Developmental Programs, Evaluation Criteria, *Evaluation Methods, *Information Dissemination, Information Networks, Information Services, Program Development, *Program Evaluation, *Research Design, *State Programs
Identifiers-*State Capacity Building Program
Plans are presented for the overall design of the longitudinal evaluation of the National Institute of Education's State Capacity Building Program. Both the process of developing comprehensive dissemination capacity in state education agencies, and the impact of the capacity building activities will be studied. This report describes the development of the evaluation framework and the information sources used in its development. The questions used to evaluate the program are

listed. Those questions to be used in the 1978 data collection and analysis are analyzed separately from those questions which require further design work in 1978. A one-page summary and a three-page chart present an overview of the evaluation. (Author/GDC)

ED 164 593 TM 008 113

Scriven, Michael
Evaluation Bias and Its Control. Paper Western Michigan Univ., Kalamazoo. School of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 75
Grant-GW-7903
Note-41p.
Available from-Mary Anne Bunda, The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrative Problems, *Bias, *Credibility, *Evaluation Methods, Evaluation Needs, Evaluators, Models, *Program Evaluation, Summative Evaluation, *Validity
Identifiers-*Evaluation Problems, *External Evaluation, Meta Evaluation
Selected aspects of the problem of obtaining unbiased program or product evaluation are discussed. An evaluator who is a member of the project staff will have difficulty producing an evaluation which is credible and valid. Project monitors will also have a problem since they are often required to assume the conflicting roles of external evaluator and project advocate. Therefore, no unit should rely entirely on a given subunit for evaluative feedback about that same subunit. Evaluative feedback systems require renewal or replacement to prevent deterioration of their independence. Evaluators should arrange for replication of their own work by independent evaluators. Four further approaches for reducing bias in evaluation include: (1) standardizing the qualitative aspects of evaluation procedures by using a checklist; (2) upgrading evaluator training procedures; (3) reducing sources of bias external to the evaluator; and (4) comparing the project, programs, or products with alternatives. (SDM)

ED 164 594 TM 008 129

Competencies Commission. Summary Report of the Commission.
Berea City School District, Ohio.
Pub Date-15 Jun 77
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Basic Skills, *Educational Assessment, Educational Diagnosis, Educational Needs, *Educational Objectives, *Graduation Requirements, Mastery Learning, *Minimum Competency Testing, *Performance Based Education, Secondary Education, Student Certification
Identifiers-Adult Performance Level, Berea City School District OH, Ohio (Berea)

Six goals are essential to basic skills mastery. Goal one is the identification of specific competencies and performance indicators which are necessary for students to master to become a coping adult. The appendix lists 17 competencies modeled after the Adult Performance Level Project (APL). Competencies are organized into five knowledge areas: health, community resources, consumer economics, government and law, and occupational knowledge; and five basic skills areas: reading, listening, writing, computation, and problem solving. To implement goal two, the development of a comprehensive assessment model to diagnose student needs in functional skills from grades 8 to 11, students take reading and mathematics tests in grade 8, and 2 versions of the APL test in Grade 10. Goal three is the expansion and refinement of a Minimum Competencies Assurance Program to help students with deficiencies identified by the tests. Goal four advocates considering multiple or differential diplomas (academic, honors, vocational, regular, or certificate of attendance). To implement the competencies concept as a graduation requirement for the Finally, program success should be continually monitored and publicly reported. (CP)

ED 164 595 TM 008 131

Valley, John R.
That's a Very Good Question: The Economic Impact of Credit by Examination.
Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, Princeton, N.J.
Pub Date-78
Note-146p.
Available from-Educational Testing Service, Princeton, New Jersey 08541 (no charge)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Advanced Placement, Bibliographies, *College Credits, College Placement, Cost Effectiveness, Educational Benefits, *Educational Economics, *Equivalency Tests, Higher Education, *Literature Reviews, *Research Needs, Testing Problems
Identifiers-Advanced Placement Examinations, *College Level Examination Program

Three papers by educational economists Kurt L. Kendis, Steven J. Klees, and Alan P. Wagner independently examine the economic impact of college credit by examination (CBE) on students, institutions, and higher educational systems. Major issues are identified and further research topics are suggested. Kendis suggests the following results of CBE: changing enrollment patterns; increased teaching load of tenured faculty; increased needs related to services for nontraditional students, and administrative and data processing support; greater alumni support; greater student interest in attending CBE institutions; diminished need for financial aid; and modified recruitment procedures. He suggests that advanced placement for proficiency programs require flexibility from both students and schools. Klees lists a number of potential benefits of CBE, noting that what is beneficial to one party may not be beneficial to another a student's saving of tuition results in less income for the university. Wagner examines the costs (both increased and decreased), as well as the benefits and problems for the student who graduates early, and for the student who receives credit and then enrolls for additional courses in a different area. He suggests further research studies and estimates their funding requirements. Extensive bibliographies are included in each paper. (GDC)

ED 164 596 TM 008 132

National Report on College Bound Seniors, 1978.
College Entrance Examination Board, New York, N.Y.
Pub Date-78
Note-23p.; For previous years, see ED 147 362-365 ; Small print may be marginally legible
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Aspiration, Achievement Tests, Aptitude Tests, *College Bound Students, *College Entrance Examinations, Ethnic Groups, Higher Education, *National Norms, *Scores, Senior High Schools, Sex Differences, Statistical Data, *Student Characteristics, *Student Interests
Identifiers-College Board Achievement Tests, *Scholastic Aptitude Test, Student Descriptive Questionnaire, Test of Standard Written English

Nineteen tables are presented, together with a brief discussion, showing the results of the College Entrance Examination Board's 1978 Admissions Testing Program, including Scholastic Aptitude Test (SAT), achievement tests, and Test of Standard Written English (TSWE) score distributions, and results of the Student Descriptive Questionnaire. A number of comparisons are made between male and female college applicants and between current and previous data. Data are given for over one million students, about one-third of all high school seniors and two-thirds of all college applicants. Tables and discussions cover the following topics: (1) scores for the SAT, the TSWE, and the Achievement Tests; (2) the high school record including self-reported grades, number of years of study by subject, class rank, and grade average; (3) socioeconomic background including ethnic group, annual income, and estimated parental financial contribution; and (4) college plans including degree-level goals, needs for special assistance, intended areas and specific fields of study, advanced placement participation, housing preferences, and extracurricular activities in high school and plans for college. (CTM)

ED 164 597 TM 008 133

SAT Monitor Program. High School Students View the SAT and College Admissions Process. Report on Wave of Completed Questionnaires Associated with December 1977 SAT Administration.

Response Analysis Corp., Princeton, N.J.
Spons Agency-College Entrance Examination Board, New York, N.Y.
Report No.-RAC-4056
Pub Date-Jul 78
Note-121p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Admission Criteria, Biographical Inventories, *College Admission, *College Bound Students, College Choice, *College Entrance Examinations, Higher Education, Questionnaires, Senior High Schools, *Student Attitudes, Student Interests, *Student Reaction, Testing Problems, *Testing Programs, Test Results, Test Validity
Identifiers-Scholastic Aptitude Test, *Student Descriptive Questionnaire, Test of Standard Written English

College applicants taking the Scholastic Aptitude Test (SAT) and the Test of Standard Written English (TSWE) were surveyed regarding the tests, college admission in general, and the communications received concerning the test and their scores. Separate questionnaires were administered before taking the SAT or TSWE, after taking the test, and after receiving the test scores. It was found that the students generally expected to attend a large, public or state-supported institution. Seventy percent of the students reported a choice of college major; frequently named were business and commerce (both sexes), social science (females), and engineering (males). Criteria which students felt should be used for college admission included grades and SAT scores. Before taking the SAT, 56% of the respondents reported nervousness and anxiety. Most students neither enjoyed nor disliked taking the SAT or TSWE; were not surprised with their score; felt that it was fair; and rated the verbal section of the SAT as most difficult. Respondents reported confusion about the colleges' use of test scores, about their percentile rank, and about TSWE scores. When proposed that the SAT should be discontinued, 46% disagreed, 22% agreed, and 31% weren't sure. The questionnaires and results are appended. (GDC)

ED 164 598 TM 008 134

Connelly, F. Michael And Others

The York University Biology Achievement Test. A Case Study of the Relationship Between Curriculum Policy, School Program, and External Testing.

Ontario Dept. of Education, Toronto.
Pub Date-78
Note-131p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada ($2.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Achievement Tests, Administrator Attitudes, *Biological Sciences, Cognitive Objectives, Complexity Level, Curriculum Development, Foreign Countries, Grade 13, *Science Curriculum, *Science Tests, Secondary Education, *Teacher Attitudes, *Test Reviews, *Test Validity, Textbook Evaluation
Identifiers-(Toronto), Canada (Ontario), Ontario, *York University Biology Achievement Test

The York University Biology Achievement Test (YUBAT) and its use in the Metropolitan Toronto (Ontario) schools were examined. YUBAT was compared with the province's grade 13 biology curriculum guideline, and with representative courses and textbooks. This analysis revealed much similarity between the test, courses, and two textbooks used. The cognitive level of YUBAT was considerably lower than the level specified in the guideline or the achievement level reported by teachers. It was recommended that test aims be specified so that reliability and validity could be estimated. Data were also collected from 67 teachers who had used the test. They valued the test as a measure of student achievement, but not as a measure of school curriculum or effective teaching. They felt that YUBAT would influence course content, but not teaching methods or evaluation methods. Most recommended that the test be continued on a voluntary basis. Principals were more supportive of test use than supervisory officials. All sources generally concluded that the test permitted recognition of outstanding student achievement, but did not achieve the goal of greater between-school uniformity in the grade 13 biology curriculum. Questionnaire items and data are appended. (Author/GDC)

ED 164 599 TM 008 148

Guba, Egon G.

Toward a Methodology of Naturalistic Inquiry in Educational Evaluation. CSE Monograph Series in Evaluation, 8.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-97p.; Small print may be marginally legible
Available from-Center for the Study of Evaluation, Graduate School of Education, University of California, Los Angeles, California 90024 ($4.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Credibility, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Observation, Program Evaluation, Reliability, Research Design, *Research Methodology, Scientific Methodology, *Validity
Identifiers-Evaluation Problems, *Naturalistic Observation

Evaluation is viewed as essential to decision making and social policy development. Since conventional methods have been disappointing or inadequate, naturalistic inquiry (N/I) differs from conventional science in minimizing constraints on antecedent conditions (controls) and on output (dependent variables). N/I is phenomenological rather than positivist. It offers alternative strategies for problems when the experimental approach is implausible. A number of new evaluation models (such as the responsive model, the judicial model, and the connoisseurship model) are compatible with the approach. Since there is no compelling way to truth, N/I must be credible and deal convincingly with standard methodological problems such as boundary problems (setting the scope of inquiry), focussing problems (establishing and defining categories), and problems of authenticity (reliability, validity, and objectivity). Techniques for establishing validity include: triangulation, cross examination, persistent observation, and peer or participant corroboration. In evaluation, validity may be ecological, contextual, or phenomenological. Impartiality is imperilled by conscious or unconscious bias, incompetence, gullibility, or corruptibility. It is promoted by openness and fairness. (Author/CTM)

ED 164 600 TM 008 149

Olsen, Claire

An Analysis of the National Certifying Examination for Operating Room Technicians.

Pub Date-Aug 77
Note-62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, *Certification, *Complexity Level, Educational Background, Educational Programs, *Equivalency Tests, *Item Analysis, *Job Training, Occupational Tests, Performance Factors, *Surgical Technicians, Test Items, Test Validity

This analysis of the National Certifying Examination for Operating Room Technicians revealed that examinee's performance was related to their educational preparation. Utilizing test results from 2,841 candidates, the performance of first time candidates was compared to the performance of graduates of one or two-year programs and of technicians who received on-the-job training. The failure rate was lowest for the first-time candidates; the risk of failure increased each time the examination was repeated. Job-trained technicians had a higher failure rate as a group. With respect to formal training, two-year program graduates had a higher performance level. Analysis of the scores in each content area of the examination indicated that although there were significant differences in scores between program graduates and job-trained technicians, the strong and weak content areas were essentially the same for all groups. A series of recommendations include general guidelines and suggestions for technician training programs, a list of behavioral objectives for the content areas identified as difficult, and topics to be considered for future research. (BH)

ED 164 601 TM 008 158

Estes, Gary D. Anderson, Judith I.

Observed Treatment Effects with Special Regression Evaluation Models in Groups with No Treatment.

Pub Date-Mar 78
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Achievement Gains, Arithmetic, Compensatory Education Programs, Control Groups, *Evaluation Methods, Experimental Groups, Grade 9, *Hypothesis Testing, *Mathematical Models, *Program Effectiveness, Program Evaluation, *Research Design, Secondary Education, *Tests of Significance
Identifiers-Elementary Secondary Education Act Title I, *Regression Discontinuity Model, RMC Models

An empirical study was conducted in order to obtain treatment effect estimates with the Special Regression model for groups in which there was no treatment. General mathematics test scores were obtained from 730 ninth graders in city schools somewhat similar to Title I schools, but in which no special treatments were given. Hypothetical experimental and control groups were formed on the basis of pretest scores and the data were analyzed according to the RMC Model C (special regression model). Conclusions were that: (1) even minor ceiling or floor effects resulted in nonhomogeneous regression lines for treatment and comparison groups; (2) tests of statistical significance should preceed conclusions of educational significance at the local school or district level; and (3) guidelines to assist with interpreting evaluation results are needed. (Author/CTM)

ED 164 602 TM 008 159

Tedesco, Lisa A.

The Importance of Environment in Educational and Psychological Research.

Pub Date-28 Mar 78
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Child Development, Cognitive Development, Early Childhood Education, *Early Experience, Educational Research, *Environmental Influences, Family Environment, *Family Influence, *Intelligence, Parent Influence, Psychological Studies, Research Needs, *Research Reviews (Publications), Socioeconomic Influences, State of the Art Reviews

Research treatments of home environment in studies of intellectual development and school performance are reviewed. The conceptualizations of home environment include variables specifying family status and deprivational conditions, child-rearing techniques, educational and intellectual process variables, and transactional experience. Psychological propositions are supported by evidence which progresses from gross, non-specific family status indices to fine measures of quantity and quality of time spent in caretaker-child transactions. Each conceptualization builds the knowledge social scientists have with respect to aspects of a child's experience that are alterable for optimizing expressions of intelligence and learning. Directions for future research suggest how the early home experience might be used to investigate early classroom experience. (Author/GDC)

ED 164 603 TM 008 167

Forster, Fred And Others

Research on the Rasch Measurement Model.

Pub Date-Mar 78

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Achievement Tests, Complexity Level, Elementary Secondary Education, *Equated Scores, *Item Analysis, *Item Banks, Mathematical Models, Research Reviews (Publications), *Sampling, Test Items

Identifiers-*Rasch Model, *Rasch Scaled Scores

Research on the Rasch model of test and item analysis was applied to tests constructed from item banks for reading and mathematics with respect to five practical problems for scaling items and equating test forms. The questions were: (1) Does the Rasch model yield the same scale value regardless of the student sample? (2) How many students are needed to accurately scale a test: (3) Are the scale values for items equal interval? (4) Does the Rasch produce equal achievement levels for the same students on different tests? (5) Does an item receive the same scaling regardless of the other items on the test? All of the research, including replications of three of the studies, supported the usefulness and accuracy of the Rasch model. It was judged that 200 students were sufficient to produce reliable item scaling. (CTM)

ED 164 604 TM 008 168

Dryden, Louis J.

A Model for Evaluating Compensatory Education Programs at the Local Level.

Pub Date-Mar 78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Documentation, *Educational Assessment, Educational Objectives, Educational Programs, *Evaluation Methods, *Guidelines, *Models, *Program Evaluation, Theories

A model or conceptual framework of educational program evaluation is proposed based upon three major evaluation constructs: documentation, outcome identification, and judgment of outcomes. A series of specific guidelines are presented for the practicing educator in the form of postulates underlying the constructs. (1) Program evaluation documents the nature of the program, as implemented; identifies outcomes; and judges their worth. (2) Program documentation reports on the program characteristics; reduces the probability of evaluating a non-event; facilitates program replication; and considers the physical features and activities of the program. (3) Program objectives specify intended outcomes, in measurable terms, but may not necessarily be stated in advance of the evaluation. The evaluator assists program personnel in writing objectives and identifying priorities. (4) Unintended as well as intended outcomes should be reported; they may be assessed using informal methods. (5) Evaluation begins when a defined entity exists that can be tested and replicated. The evaluator may intervene at any time after a program has been implemented. (6) Judgments concerning the worth of intended or unintended program outcomes can be made in relation to criterion or experiential standards. Further work is needed in the areas of cost analysis, determining unintended outcomes, and setting standards. (GDC)

ED 164 605 TM 008 169

Barnes, Robert E. Ginsburg, Alan L.
The Relevance of the RMC Models for Title I Policy Concerns.
Pub Date-Mar 78
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Compensatory Education Programs, Cost Effectiveness, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, *Federal Regulation, Information Needs, National Programs, *Program Evaluation
Identifiers-*Elementary Secondary Education Act Title I, Normal Curve Equivalent Scores, *RMC Models
Elementary Secondary Education Act Title I evaluation was mandated by Congress in 1974, and three RMC models were devised to provide comparability and flexibility for this evaluation. This paper evaluates the utility of the Title I evaluation models. The first section considers the critical import of past evaluation efforts. The development of a coherent evaluation strategy involves making hard choices and most evaluation plans are imperfectly executed. The next section explores the utility of the models for decisions at the federal level. Problems concern determining appropriate levels of funding, targeting funds according to student needs, and discovering effective practices. This is followed by a discussion of what the RMC models may contribute toward local or state-generated improvements. Systematic data are at a premium at both state and local decision making levels and parent groups often need help in obtaining information about their schools. The final section concludes that the major utility or justification for the RMC models is at the local level as state education agencies are encouraged to accept greater responsibility for monitoring local Title I projects. (Author/CTM)

ED 164 606 TM 008 171

Coles, Gary J.

The Evaluation of the ESEA Title VII Spanish/English Bilingual Education Program: Research Design and Analytic Approaches.

Pub Date-29 Mar 78

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related document, see ED 154 634

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, *Bilingual Education, Compensatory Education Programs, *Data Analysis, Elementary Education, English, *Evaluation Methods, *Federal Programs, Language Dominance, National Surveys, Program Effectiveness, *Program Evaluation, *Research Design, Spanish Speaking, Student Attitudes

Identifiers-*Elementary Secondary Education Act Title VII

The research design and analytic approaches used in the national evaluation of the Elementary Secondary Education Act (ESEA) Title VII Spanish/English Bilingual Education Program are described. This study evaluated the entire program, as opposed to individual projects, and had four goals: to (1) determine the cognitive and affective impact of bilingual education projects; (2) describe the operating educational processes; (3) identify the educational practices resulting in greater achievement gains; and (4) determine project expenditure per student. The projects selected for data collection were reasonably mature, in either the fourth or fifth year of funding. Title VII students in grades 2-6 and comparable non-Title VII students were assessed in English and Spanish language arts achievement, mathematics achievement, and attitudes. The Comprehensive Tests of Basic Skills (CTBS), the Prueba de Comprension Auditiva Ingles (an English as a second language test), and a Spanish version of the mathematics CTBS were used, depending upon language dominance and proficiency. The statistical methods used are described: analysis of covariance; residual achievement gain analysis; and norm referenced analysis. Evaluation results and policy implications are not contained in this report. (GDC)

ED 164 607 TM 008 173

Ward, Annie W., Ed. And Others
Guide for School Testing Programs.
National Council on Measurement in Education, East Lansing, Mich.
Note-88p.
Available from-National Council on Measurement in Education, Inc., 206 South Kedzie Hall, Michigan State University, East Lansing, Michigan 48824 (1-5 copies, $3.50 ea., 6-49 copies, $3.00 ea., 50 copies, $2.50 ea.; plus $1.00 charge for handling invoices)

Document Not Available from EDRS.
Descriptors-*Administrator Guides, Administrator Role, *Educational Testing, Elementary Secondary Education, *Evaluators, Guidelines, School Systems, Standardized Tests, *Student Testing, Testing, Testing Problems, *Testing Programs, *Test Interpretation, Test Results
Identifiers-*Test Directors

A number of brief papers are presented to provide guidelines for test directors of school systems. This collection is intended for both newly appointed and experienced directors. Contributions were solicited from practicing directors of testing; the authors include Anthony J. Allen, Margaret Backman, Joan Bollenbacker, Gerald Hanna, James Lawson; Joseph L. Mazur, John Menne, Richard Poole, Albert Rouse, and Annie W. Ward. Chapters discuss the following topics: (1) challenges facing the test director in today's school; (2) organization of testing services getting started, and selecting and using an advisory committee; (3) the standardized testing program planning the program, supervising test administration, and operating a scoring service; (4) using test results for guidance and instructional purposes, for program evaluation, and for teacher evaluation; (5) teacher made tests: the test director's role; (6) coordinating external testing programs; and (7) reporting test results to the public. (GDC)

ED 164 608 TM 008 175

Porter, Andrew C.

Precision for Simple Linear Models.

Pub Date-Mar 78
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Analysis of Covariance, *Analysis of Variance, Hypothesis Testing, Measurement Techniques, Predictive Measurement, Research Design, *Statistical Analysis, *Teaching Methods
Identifiers-Error Analysis

A teaching aid appropriate for a beginning course on experimental design is presented. The aid is a numerical example which illustrates some of the theoretical interrelations among three competing design analysis strategies for estimating treatment effects in random assignment designs. The analysis strategies considered are analysis of variance (ANOVA) of the posttest, ANOVA of an index of response, and analysis of covariance (ANCOVA). The first relationship illustrated is that all three strategies estimate the same effects. Thus, choice of strategy may rest on precision and other factors not considered here, such as assumptions and robustness to violation of assumptions. The second relationship illustrated was precision; it was considered by comparison of mean square errors. Tables present a summary of the analysis strategies showing effects and error terms symbolically, as well as the numerical example itself. (Author/CP)

ED 164 609 TM 008 177

Quinn, Jimmy L.
Estimation of the Regression Effect Using a Latent Trait Model.
Pub Date-28 Mar 78
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Correlation, Intermediate Grades, *Item Analysis, Mathematical Models, Reading Tests, *Sampling, Standard Error of Measurement, *Statistical Bias, Test Reliability
Identifiers-*Birnbaum 3 Parameter Logistic Model, *Regression
A logistic model was used to generate data to serve as a proxy for an immediate retest from item responses to a fourth grade standardized reading comprehension test of 45 items. Assuming that the actual test may be considered a pretest and the proxy data may be considered a retest, the effect of regression was investigated using a percentage of the group from the lowest tail of the pretest distribution. The mean of the retest group is assumed unbiased by errors of measurement. Thus the means of the pretest and the proxy test should differ, on the average, by an amount equal to the regression effect. Regression effects for various sizes of samples tested, from 25 to 500, and size cuts, from the fourth percentile to the 89th percentile, were reported. Item parameters had been estimated by Birnbaum's three-parameter logistic model separately for four groups of 1,000 individuals each, selected by sex and by race. The regression effect was most powerful with samples from the extreme lower tail, and decreased to a low, stable level at about the 30th or 40th percentile. (Author/CTM)

ED 164 610 TM 008 178

Merz, William R. Rudner, Lawrence M.
Bias in Testing: A Presentation of Selected Methods.
Pub Date-Mar 78
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Analysis of Covariance, Analysis of Variance, Complexity Level, *Evaluation Criteria, *Evaluation Methods, Factor Analysis, Item Analysis, Predictive Validity, *Predictor Variables, Scores, *Test Bias, *Test Items, Test Selection
Identifiers-Chi Square, Item Characteristic Curve Theory, Item Discrimination (Tests)
A variety of terms related to test bias or test fairness have been used in a variety of ways, but in this document the fair use of tests'' is defined as equitable selection procedures by means of intact tests, and test item bias'' refers to the study of separate items with respect to the tests of which they are a part. Seven different operational definitions of the fair use of tests are described; distinctions made between those applied to fairness for individuals who are members of special groups, and those applied to fairness for groups but not their individual members. All seven approaches use the regression model. One method also requires the use of expected utilities. Various methods are described for investigating test item bias. Both classical test theory item analysis and latent trait item characteristic curve approaches are mentioned. Tests for bias included analysis of variance, chi-square, factor analysis, and arbitrary confidence bands. Distractor responses and item-test point-biserial correlations have also been considered. All of these methods are described briefly, but no attempt was made to evaluate them. (CTM)

ED 164 611 TM 008 180

Popp, Jerome A.
Toward a Quantitative Estimate of Internal Validity.
Pub Date-28 Mar 78
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Data Collection, Generalization, Hypothesis Testing, Mathematical Models, *Predictor Variables, *Research Design, Research Methodology, Scientific Methodology, *Validity
Identifiers-*Internal Validity
Internal validity is described as a matter of how well a particular instance of data collection or generation can be described and explained. It is a property of the procedures used in the collection or generation of data. The notion of internal validity is examined in order to establish a method of quantitatively estimating it. A coefficient of internal validity is defined by the equation that it equals one divided by one more than the number of alternative independent plausible hypotheses. If experimented procedures rule out all alternative plausible hypotheses, then the internal validity coefficient equals one. As the number of alternative hypotheses approaches infinity, the internal validity coefficient approaches zero. Alternative hypotheses may be considered to be equivalent to alternative independent variables that are discrete and non-overlapping and cannot be ruled out and are independently definable. A suggestion is given for weighting independent variables according to their rank order of being plausible. This view is coherent with Harman's view of induction as inference to the best explanation. (Author/CTM)

ED 164 612 TM 008 181

Dawson, Beth K.

Bias of the Canonical Redundancy Statistic: A Monte Carlo Study.

Pub Date-Mar 78
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Correlation, Evaluation Criteria, *Multiple Regression Analysis, Predictor Variables, *Statistical Bias
Identifiers-*Canonical Correlation

A Monte Carlo study was conducted to discover the amount of bias to be expected in canonical correlations and in the canonical redundancy statistic. Six hundred random sample replications of 72 conditions were performed and the mean sample values compared with population values. Conditions were varied with respect to the number of predictor variables, the number of criterion variables, the size of the population correlations, and the size of the samples. The least biased estimates are those that use large sample sizes with moderate to high interbattery correlations. Both the Wherry and the Olkin-Pratt correction formulas were found to be satisfactory for correcting for bias in the total redundancy statistic. (Author/CTM)

ED 164 613 TM 008 185

Babin, Patrick

A Curriculum Orientation Profile.

Pub Date- 78
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Attitude Tests, *Curriculum, *Educational Attitudes, Educational Needs, *Educational Objectives, *Educational Philosophy, Needs Assessment, Personal Values, *Program Attitudes
Identifiers-*Curriculum Orientation Profile, Test Manuals

The Curriculum Orientation Profile was designed to assist in the identification of individual perspectives on curriculum and curricular decision-making. It contains 57 items, with which one agrees or disagrees. Each item is also given a code to be used in interpreting the score. Items with which one agrees are assigned to one of five codes, indicating the individual's orientations with respect to what the curriculum should do. The categories are: (1) development of cognitive processes; (2) curriculum as technology; (3) self actualization; (4) social reconstruction or relevance; and (5) academic rationalism. A graph is provided to indicate the importance of each of the five curriculum areas, as well as the 57 items. (GDC)

ED 164 614 TM 008 187

Cockrell, John T.

Television as Stimulus Input in Synthetic Performance Testing. Technical Paper 303.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Pub Date-Aug 78
Note-49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Enlisted Personnel, *Feasibility Studies, Job Skills, *Performance Tests, Response Style (Tests), *Stimulation, *Television, *Testing, Test Validity, *Visual Measures, *Work Sample Tests
Identifiers-Paper and Pencil Tests

As part of an effort to provide more economical methods for job-skill evaluation in the Army Enlisted Personnel Management System, a study investigated the use of television as a means of presenting test items for a sample of tests from the job field of tank crewman. The television scene provided the job setting for each item and then posed a question that required a real-time response from the examinee. All items were job-connected and therefore represented simulated skill items. The examinee responded directly to the face of the television screen by means of an electronic stylus or gun reticle. The test was compared with a paper-and-pencil test which covered the same items and a hands-on performance test which covered many of the same items. The results indicated that television testing is very acceptable to soldiers and feasible. The validity of the prototype test could not be determined precisely because the criterion hands-on test was not usable; most examinees made a perfect score on the hands-on test. (Author/GDC)

ED 164 615 TM 008 189

Kay, Patricia M. Schoener, John E.

Program Evaluation for Competency Based Teacher Education. A Brief Review of Literature and an Annotated Bibliography.

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency-National Inst. of Health (DHEW), Bethesda, Md. Center for Population Research.; New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.
Report No.-CASE-29-76
Pub Date- 75
Grant-G007306140
Note-74p.; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, *Curriculum Evaluation, *Evaluation Methods, Higher Education, *Literature Reviews, *Performance Based Teacher Education, Program Descriptions, Program Development, Program Evaluation, Student Teacher Relationship, *Teacher Education Curriculum, Teacher Evaluation

A bibliography and a review of the literature on the evaluation of competency based teacher education programs are presented. The literature review highlights over 150 references which would be helpful to program evaluators with little formal training in evaluation, and covers several aspects of educational evaluation. The general theory of evaluation, teacher assessment, program evaluation, evaluation of instructional materials, evaluation paradigms, and useful instruments are discussed. The annotated bibliography contains over 150 references, and is divided into four sections: (1) theoretical and philosophical issues: models and strategies; (2) teacher assessment; (3) development of competency based programs and modules; and (4) descriptions of existing programs. Most of the citations provide an abstract from the Educational Resources Information Center (ERIC) data base; for citations without an ERIC abstract, a note has been provided by the authors. (GDC)

ED 164 616 TM 008 192

Herr, Gregory Gillian, Elizabeth K.
An Evaluation of the Engineering Industrial Support Program for 1977-1978.
Michigan Univ., Ann Arbor. School of Education.
Spons Agency-Ford Motor Co., Dearborn, Mich.
Pub Date-29 Sep 78
Note-46p.; Evaluation conducted by the Consortium for Evaluation Research Training and Service
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Awareness, *Career Development, College High School Cooperation, Community Involvement, *Developmental Programs, *Engineering, Higher Education, *Minority Groups, Objectives, Participant Satisfaction, *Program Evaluation, Secondary Education

The evaluation of a program designed to encourage minority group high school students to pursue a career in engineering is described. Program goals involved: (1) helping students to acquire an appreciation of the field, learn about requirements for entering an undergraduate program, and strengthen academic skills; (2) encouraging local industry participation; (3) encouraging the active involvement of high school teachers and counselors; (4) facilitating high school groups for future engineers; (5) involving parents; and (6) following project students as they progress through college. Participant activities included visits to several industrial sites and presentations by engineers at the University of Michigan. Some students also participated in a summer program emphasizing mathematics and technical communications skills. Data were drawn from project records, student surveys, and results of a mathematics test and written essay. Although portions of the program's objectives were not met during the first year of operation, many positive outcomes of the program were noted. Success of the summer academic program was indicated by significant increases in the criterion measures. Based upon the data and upon informal discussions and interviews, specific conclusions and recommendations were given. (Author/GDC)

ED 164 617 TM 008 200

Mohr, E. Sue Rumsey, Michael G.
Cadet Evaluation Battery: A Comparison of 1975 Male and Female Scores with One Another and with 1971 Male Scores. Technical Paper 330.
Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Pub Date-Sep 78
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Females, Higher Education, *Leadership Qualities, Males, Norms, *Occupational Tests, *Officer Personnel, Personnel Selection, Scores, *Sex Differences, Trend Analysis, Vocational Aptitude, *Vocational Interests
Identifiers-Army, *Cadet Evaluation Battery, *Reserve Officers Training Corps
The study compared male and female performance on the Cadet Evaluation Battery (CEB), a measure of Army officer potential, and compared male scores achieved in two testing periods 4 years apart. The CEB was administered to 637 male cadets in the second year of the Army Reserve Officers' Training Corps (ROTC) in 1971 and to 1,035 female and 926 male applicants in the third year of ROTC in 1975. Cognitive achievement scores from the 1971 sample were superior to the cognitive scores involving career potential, career intent, combat leadership, and technical-managerial leadership, for both the male and female 1975 samples. The noncognitive scores for the 1975 male group exceeded those for the 1971 group on three of four scales. These results were discussed in terms of changes in the nature of the ROTC population following the cessation of the draft. Comparisons between male and female scores indicated that females tended to perform as competently as males on the cognitive scales but revealed that male performance was superior on all four noncognitive scales. Discussion of the sex differences observed focused on the use of all-male samples in the development of the CEB. (Author/GDC)

ED 164 618 TM 008 202

Vincenzi, Harry Hoffman, Stuart
Evaluation of Alternative Programs, 1977-1978. Report Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Oct 78
Note-99p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Alternative Schools, *Educational Alternatives, Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Individualized Programs, Program Development, *Program Evaluation
Identifiers-Pennsylvania (Philadelphia), Philadelphia School District PA
Alternative educational programs were offered in the Philadelphia, Pennsylvania school district to help students whose needs were not being met through the regular programs. Of 29 alternative programs evaluated, 27 were fully implemented, one was partially implemented, and one was not implemented. The programs included: (1) disruptive behavior or truant programs; (2) individualized programs; (3) career training; and (4) general alternatives. Evaluations were conducted at one of two levels, according to priorities and budget restrictions eleven programs received full evaluation services, and eighteen others received minimal services. Minimal evaluation services involved fewer site visits and emphasized the determination of program implementation. Evaluation criteria were based on California Achievement Test scores, attendance, behavior, and performance ratings. Data on the racial composition of each program were also obtained. Average daily attendance for program students was 82%, and the number of behavior problems was reduced. Achievement data generally indicated that alternative students improved at least at the same rate as students in traditional programs. Moreover, the alternative programs provided options which were unobtainable in a traditional school. Each program summary includes description, history, objectives, implementation, outcomes, attainment of objectives, and conclusions. (Author/GDC)

ED 164 619 TM 008 281

Manual for the USES General Aptitude Test Battery. Section IV: Norms, Specific Occupations.
Manpower Administration (DOL), Washington, D.C.
Pub Date-70
Note-79p.; For related documents, see TM 007 890 and 008 001 ; Parts may not reproduce clearly due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-014-00011-6, $3.20)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Adults, Aptitude Tests, Cutting Scores, *Norms, *Occupational Tests, *Occupations, Senior High Schools, *Test Interpretation, *Vocational Aptitude
Identifiers-*General Aptitude Test Battery, Test Batteries, *Test Manuals

Adult norms are shown as cutting scores for each of the aptitudes judged significant for a given occupation. Tables for converting adult scores to their ninth and tenth grade equivalents are included. The standard error of measurement is reported for each of the nine aptitudes of the General Aptitude Test Battery (GATB): intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. The bulk of this revised test manual contains the following: (1) an alphabetical index to aptitude test batteries used by all state employment agencies, and to the Occupational Aptitude Pattern Structure; (2) an industrial index to the same; (3) minimum appitude requirements in each of the nine measured aptitudes for approximately 450 occupations. The Dictionary of Occupational Titles code number and the number and date of a pertinent technical report are also given for each occupation. (CP)

ED 164 620 TM 008 287

Reflections and Recommendations. Fourth Annual Report of the National Council on Educational Research.

National Inst. of Education (DHEW), Washington, D.C. National Council on Educational Research.
Pub Date-78
Note-70p.; For related documents, see ED 103 989, 142 528, and 143 681 ; Parts may not reproduce clearly due to colored ink
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0-620-882/89)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Agency Role, *Annual Reports, Educational Needs, Educational Objectives, Educational Policy, Educational Programs, *Educational Research, Federal Aid, *Federal Programs, Public Opinion, *Research Needs, Research Utilization, Resource Allocations
Identifiers-*National Council on Educational Research, *National Institute of Education

This report covers the period October 1, 1976 to September 30, 1977. Chapter 1 gives an overview of observations and recommendations by the National Council on Educational Research (NCER) to the president and Congress. NCER policies, priorities, and committee activities are briefly described in Chapter 2. Chapter 3 is an essay by Patricia Albjerg Graham, director of the National Institute of Education (NIE), on the emerging maturity of educational research. Chapter 4 reviews research activities in five NCER-mandated priority areas: basic skills, educational equity, financial productivity and management, dissemination of research results, and school capacity for problem solving. This year's report has a special focus fundamental research relevant to education. As part of an in-depth coverage of that topic, Chapter 5 gives lengthy significant exerpts from the NIE-commissioned report of the National Academy of Science entitled Fundamental Research and the Process of Education. Educational goals, public issues, and research issues of eight topics relevant to education are discussed in detail: cognitive development; out-of-school education; reading; the brain and new processes; institutional innovations; higher educational opportunities; multicultural students; and social environment. Finally, Chapter 6 reflects upon public opinion regarding the performance of American education. (CP)

ED 164 621 TM 008 325

Aaronson, May Schaefer, Earl S.
Preschool Preposition Test. Manual of Instructions (and Related Documents).
Pub Date-Mar 78
Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related document, see TM 008 063 ; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Diagnostic Tests, Form Classes (Languages), Individual Tests, *Norms, Performance Tests, Preschool Education, *Preschool Tests, *Scoring Formulas, *Screening Tests, Testing, Test Items, Verbal Development, *Vocabulary Development
Identifiers-Prepositions, *Preschool Preposition Test, Spatial Skills, *Test Manuals
The Preschool Preposition Test (PPT) is a receptive language test which examines the comprehension of verbal directions using spatial prepositions or prepositional phrases, together with manipulative objects. The 23 items ask the child to place a ball in back of or into another object, and so on. The test is designed for 3 to 5-year old children whose native language is English. Other research studies have indicated the reliability and validity of the PPT as a developmental screening instrument with normal children and certain exceptional groups. This document contains general instructions for administering the PPT, a description of the equipment used, and detailed scoring instructions. Sample items are included, as well as scoring sheets, percentile ranks corresponding to different raw scores of different age groups, instructions for test interpretation, item difficulty ranking, correlations with Peabody Picture Vocabulary Test scores, a Classroom Behavior Description which may be used with the PPT, and three test reviews. (Author/GDC)

ED 164 622 TM 008 337

Holmes, Mark
Report on the Intermediate Evaluation Project.
Pub Date-15 Sep 77
Note-23p.; For related document, see TM 008 085
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Educational Assessment, English, Foreign Countries, French, *Grade 8, Junior High Schools, Performance Factors, Problem Solving, Secondary School Mathematics, Secondary School Science, *State Surveys, *Student Attitudes, *Testing Programs, Test Results, Writing
Identifiers-Canada, Ontario
Statistical data and comments describe the results of the 1977 eighth grade testing program in Ontario, Canada. The tests were: Mathematics (in French and English), Problem Solving (in French and English); Science (in English only), Attitudes, French Comprehension, and Written English. Table 1 presents the numbers of students, by school district, taking each test. Tables 2 through 7 show the percent of students attaining the three achievement levels of competence, honors, and high honors, for each examination. Table 8 gives summary statistics for all tests except Written English. Table 9 presents correlations among tests and with sex, intelligence quotient, school attendance, and social status. Table 10 presents the same information for the test in Written English. Table 11 gives correlations for total and sub-scores in mathematics and problem solving. Comments include speculations about possible causes for the results, and suggestions for policy based on the results. (CTM)

ED 164 623 TM 008 401

Tittle, Carol Kehr

Sex Bias in Testing: A Review with Policy Recommendations.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.; Women's Educational Equity Communications Network, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date-78
Contract-300-77-0535
Note-58p.
Available from-Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($3.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Achievement Tests; Aptitude Tests, *Educational Testing, Females, Group Norms, *Guidelines, Interest Tests, Males, Occupational Tests, Policy Formation, Sex Differences, *Sex Discrimination, *State of the Art Reviews, *Test Bias, Test Reviews, Test Validity
Identifiers-Information Analysis Products

Educational achievement tests, career interest inventories, and aptitude tests are reviewed for examples of sex bias, and changes in policy concerning the use of these tests are suggested. These suggestions are within the authority and responsibility of local and state educational administrators, teachers, counselors, parents, and students. The author concludes that guidelines concerning the review, selection, use, and interpretation of tests are especially needed for policy makers, since educational tests are neither inherently sex fair nor sex biased. Sources of guidelines for evaluating the fairness and the use of a test are discussed, as well as general professional standards for test construction. A number of examples from actual test items illustrate cases of bias against females in achievement tests, male characters are mentioned more often and in more active roles; career interest inventories have separate male and female scales and norms, resulting in disproportionate counseling about career options; and aptitude tests may be written and interpreted according to sex role stereotypes. More stringent guidelines for test selection are strongly recommended whenever selection tests result in adverse impact. A bibliography is appended. (Author/GDC)

ED 164 624 TM 008 416

Bayless, David L. Benrud, Charles H.
Sample Design for the Texas Assessment Project (TAP). Final Technical Report. RTI Project Number 1558.
Research Triangle Inst., Durham, N.C.
Spons Agency-Texas Education Agency, Austin.
Pub Date-May 78
Note-114p.; For related documents, see TM 008 100, 101, and 481 ; Parts of appendix may be marginally legible due to print quality
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Basic Skills, Educational Assessment, Elementary Secondary Education, Institutional Characteristics, *Research Design, *Sampling, *State Surveys, Statistical Analysis, *Statistical Surveys, Student Characteristics, Tables (Data)
Identifiers-Stratified Sampling, Texas, *Texas Assessment Project
A stratified two-stage cluster sample design was chosen for the Texas Assessment Project and is described in this document. The sample was designed so as to achieve a chosen level of precision in item analysis data within each of the 20 geographic regions chosen for analysis. Four sampling frames were developed: 9-year-olds; sixth graders; 13-year-olds; and 17-year-olds; or eleventh graders. Within each of the four sampling frames, stratification of schools was carried out on the basis of region, district type, district annual per-pupil expenditure, and expected number of students. Within each sampling frame, the schools in each of the 20 regions were cross-classified into 30 cells by five levels of district type and six levels of district annual per-pupil expenditure. It was also considered important to have both blacks and Mexican-Americans represented approximately in proportion to their proportions in the Texas student population. Large and small schools were sampled separately. In regions with a high proportion of black students, a larger number of schools were selected. The sampling method divides the frame in such a way that a near proportional number of students is selected from each final stratum. Finally, within these constraints, schools were selected random by computer. Within schools, students were selected randomly. Characteristics of the resulting samples are presented. (Author/CTM)

ED 164 625 TM 008 481

Achievement in Reading & Mathematics. 6th Grade.
Texas Education Agency, Austin.
Pub Date-78
Note-61p.; For related documents, see TM 008 100, 101, and 416 ; Parts may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, *Achievement Rating, Behavioral Objectives, Educational Assessment, *Elementary School Mathematics, Grade 6, Intermediate Grades, Norm Referenced Tests, *Performance Factors, *Reading Achievement, *State Surveys, *Student Characteristics, Test Results, Vocabulary
Identifiers-California Achievement Tests, Texas, *Texas Assessment Project

Results of a survey using norm referenced tests of reading and mathematics for a large sample of sixth grade students throughout Texas are reported in detail. Statewide results are reported in terms of percentile ranks of average partial and total scores and in the percentage of students in each quarter of the norms. For each of 20 districts in the state, ethnic group percentages (blacks, Mexican American, and other) and percentile ranks are given. Data are also given for sex, type of school district, family income, special students, and for certain combinations of the above groups. Appendices list essential reading and mathematics objectives; labels and definitions for categories used in classifying data; and scaled scores, percentile ranks, and grade equivalents for reading and mathematics scores for all groups. (CTM)

UD

ED 164 626 UD 018 009

Changing Roles of Women in Industrial Societies; A Bellagio Conference, March 1976.

Rockefeller Foundation, New York, N.Y.
Pub Date-Dec 77
Note-175p.; Best copy available
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Conference Reports, *Developed Nations, Educational Opportunities, *Females, Feminism, Interpersonal Relationship, Leadership, Legislation, Political Power, *Self Concept, Sex Role, Sexuality, *Social Change, *Working Women

In this report, the proceedings of a 1976 conference on the changing role of women are outlined. Topics discussed focus around the four papers presented: Social Trends and Women's Lives, 1965-1985,'' by Alice Rossi; Evolving Relationships Between Women and Men,'' by Joseph Katz; 'Educating Women for Leadership,.' by Margherita Rendel, and Projected Future Employment and Leadership Needs and Areas,'' by Andree Michel. Major areas of interest included changing sexual trends, women's economic status and attitudes towards finances, continuing male domination of institutions, male-female development, and coresidential living. Comments of participants from the United States, Sweden, Italy, England, France, and Finland about the role of women in those countries are summarized. (Wl)

ED 164 627 UD 018 322

Mathis, William J.

The Use of Basic Skills and Socioeconomic Data in Determining State Compensatory Funding Entitlements.

Pub Date-Mar 78
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, *Compensatory Education Programs, *Educational Legislation, Elementary Secondary Education, *Eligibility, *Enrollment Projections, *Mathematical Formulas, Needs Assessment, Participant Characteristics, Socioeconomic Status, *State Programs
Identifiers-*New Jersey

In this report, revisions made by the New Jersey State Board of Education to its administrative code in order to implement provisions of the law providing an additional cost factor for the state compensatory education fund are described. Methods utilized by Federal and State governments for targeting resources are discussed. including socioeconomic funding, test-based funding, and a combination of these approaches. The combination approach used in New Jersey is detailed, along with the formula used for determination of estimated State compensatory education enrollment levels. (Wl)

ED 164 628 UD 018 328

Newsome, Barbara L., Ed.
Insights on the Minority Elderly.
National Center on Black Aged, Inc., Washington, D.C.
Pub Date-77
Note-35p.
Available from-The National Center on Black Aged, Inc., 1730 M Street, N.W., Suite 811, Washington, D.C. 20036 ($3.00)
Document Not Available from EDRS.
Descriptors-*Adjustment Problems, American Indians, Asian Americans, *Blacks, *Minority Groups, *Older Adults, Social Adjustment, *Social Problems, *Social Services, Spanish Speaking
Recorded in this booklet are presentations from two symposia entitled "Training Faculty in Aging I and II," sponsored by the Institute of Gerontology, University of the District of Columbia, which were designed to sensitize and educate faculty in colleges and universities on gerontological problems and issues. The first symposium recorded is of a conversation among black gerontologists dealing with major problems faced by the black elderly. Entitled "The Black Elderly: Toward a Better Understanding," this presentation deals with such areas as income, available services, transportation problems, family involvement, psychological attitudes, medical problems, and participation among the black elderly. Suggestions are made for improving the situation of the black elderly. The second symposium entitled "Issues Related to Working with the Minority Elderly" includes the following topics: (1) working with the elderly Asian; (2) major concerns of the elderly Native American; (3) the Spanish-speaking elderly; and (4) a collection of concepts and ideas concerning the black elderly. Various issues and suggestions for dealing with the problems faced by each of the respective elderly minorities are discussed in the presentations. (Author/EB)

ED 164 629 UD 018 624

Adler, Chaim And Others

The Education of the Disadvantaged in Israel: Comparisons, Analyis and Proposed Research.

Hebrew Univ. of Jerusalem (Israel).; National Council of Jewish Women, New York, N.Y.
Pub Date-75
Note-232p.; Sponsored by the Rothschild Foundation
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Compensatory Education Programs, *Disadvantaged Youth, Early Childhood Education, *Educational Research, Elementary Secondary Education, *Equal Education, Higher Education, *Program Improvement, *Research Methodology, Social Factors, Technical Education, Vocational Education
Identifiers-*Israel (Jerusalem)

In this report, the problem of the disadvantaged in the Israeli educational system is described from early childhood programs through higher education. An overview of education for the disadvantaged in Israel and in some Western nations, as well as an exploration of educational procedures which have been applied in various programs, form the main body of the report. Educational strategies and experiments are evaluated. Problems of vocational and technical education in Israel are discussed and the methodology for operation of such programs is criticized. Informal educational organizations are examined in terms of patterns of relationships of participants, reward systems, and activities. Informal educational frameworks in Israel are described. It is concluded that: (1) most research on the education of the disadvantaged emphasizes educational methods and techniques and neglects institutional-structural and cultural aspects; (2) a more intensive process of educational intervention is necessary if disadvantaged students are to be successfully educated; and (3) in addition to concentrating on formal and semi-formal schooling, research should focus upon informal education. It is further suggested that systematic studies of the failures of other systems to put into educational practice the results of research and experimentation may help the Israeli system to avoid repeating mistakes others have made. A lengthy list of references is included. (Wl)

ED 164 630 UD 018 679

Kumagai, Gloria L.
The Asian Woman in America.
Pub Date-22 Apr 78
Note-19p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (6th, La Crosse, Wisconsin, April 19-22, 1978); Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Asian Americans, *Cultural Differences, Employment Level, Federal Legislation, *Females, Historical Reviews, Immigrants, Multicultural Education, Racial Discrimination, School Role, *Sex Discrimination, *Sex Stereotypes, Social Status

Asian women have been in the United States for over one hundred and twenty years. They are, however, still victims of both sexual and racial stereotyping, the "cheap labor" syndrome, and are denied the opportunity to learn about their own history, heritage, and culture. Traditional female roles among Asian immigrants and a legacy of discriminatory attitudes have been largely responsible for the low status position of Asian women in American society and in their own ethnic groups. Despite the fact that increasing numbers of Asian women enter the U.S. labor market, their wages are below the median for white women and men and they tend to be underemployed in light of their educational background. In addition, a lack of positive role models, media reinforcement of prevailing attitudes and stereotypes, and the double burden of sexism and racism have contributed to the different experiences of Asian women and white women. In order to rectify this situation, these differences need to be acknowledged and understood. Educational institutions can play a role in this by reexamining such things as textbook bias, multicultural curriculums, bilingual educational programs, teacher awareness, parent communication, and the implementation of programs such as Title VII and Title IX. (Author/EB)

ED 164 631 UD 018 715

Meyer, John K.
Synectics: A Connectionist Epistemic in the Future of Education.
Pub Date-29 Jul 78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Development, Compensatory Education Programs, Concept Formation, Educationally Disadvantaged, Learning Activities, *Learning Theories, *Minority Group Children, Primary Education, Self Concept, Teaching Methods, *Visual Learning
Identifiers-*Connection Making Training, Elementary Secondary Education Act Title I, Gordon (W J J), Massachusetts (Lawrence), Poze (T)
Basic features of a method of connection-making training, developed by Gordon and Poze, can provide a compact method of connection-making in varying mental age levels. Based on the premise that simple connection-making is innate and available to stimulation in children of the primary and kindergarten grade ages, this method was used on a target population of culturally deprived primary grade children in Lawrence, Massachusetts. Considerable emphasis was placed on getting students to initiate associative connections and to establish useful connections on their own initiatives. As a consequence this allowed students to experience expanded awareness of increasing personal importance. Self-worth was an influential factor in the improved connection-making abilities and thus, the learning abilities of those students. In addition, as useful as the method may be in helping children overcome learning disabilities, it can also be used to supplement teacher performance as well as to bring about concise staff communication and evaluation. (Author/EB)

ED 164 632 UD 018 717

Planning Process: Guidelines and Procedures for DYS Core Evaluations.
Education Collaborative for Greater Boston, Cambridge, Mass.
Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Special Education.
Pub Date- 78
Note-50p.; Not available in hard copy due to variable legibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Delinquent Rehabilitation, Elementary Secondary Education, *Individualized Programs, *Needs Assessment, Program Content, *Program Guides, State Legislation, Youth Agencies, *Youth Programs
Identifiers-*Chapter 766 (Massachusetts Special Education Law), *Massachusetts

Presented in this document are a description of Chapter 766, Massachusetts legislation governing education for youth with special needs, and a compilation of guidelines and procedures affecting the core evaluation of student turned over to the Department of Youth Services (DYS) by the courts. Requirements of the Core Evaluation Team (CET) and core evaluation guidelines, including referral procedures and specific assessment responsibilities of the CET's chairperson, social worker, physician, psychologist, perceptual motor/vocational specialist, and consulting communications specialists, are described. Also outlined are the requirements and objectives of a core evaluation meeting and criteria for designing individual educational plans for students. Regulations and procedures for implementing an educational plan for a particular youth are given. A summary chart, a glossary of terms, and a sample core evaluation are included. (EB)

ED 164 633 UD 018 783

Concerns of Minority Women With Respect to Vocational Education.
Miranda (L.) and Associates, Washington, D.C.
Spons Agency-American Institutes for Research, Washington, D.C.
Pub Date-Nov 77
Contract-300-77-0318
Note-140p.; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, American Indians, Asian Americans, Blacks, Educational Opportunities, *Employment Opportunities, Federal Legislation, *Females, *Minority Groups, *Needs Assessment, Postsecondary Education, Racial Discrimination, Role Models, Secondary Education, Sex Discrimination, Spanish Speaking, *Vocational Education

Presented in this document are results of a study conducted to determine the needs and problems of minority women with regard to vocational education. Information provided includes: (1) a description of the study's objectives, methodologies, and development; (2) an overview of minority women and employment; (3) highlights of Federal legislation pertaining to minority women; (4) strategies for determining the needs of minority women; (5) a discussion of survey findings; and (6) conclusions and recommendations. Specific minority group women considered in the survey include blacks, hispanics, Native Americans, and Asian Americans. Needs expressed by minority women as uniquely affecting their specific racial/ethnic groups are listed. Some of the factors discussed affecting minority women in relation to vocational education include poverty, employment status, educational background, supportive programs, race and/or sex stereotyping, and a lack of role models. Appendices include an annotated bibliography, an interview guide, and short descriptions of programs developed to serve minority women. (EB)

ED 164 634 UD 018 784

King, Lourdes Miranda

Puertorriquenas as Hispanics in the United States.

Pub Date-21 Apr 78
Note-14p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (6th, April 21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Females, *Puerto Ricans, *Racial Discrimination, *Sex Discrimination, *Social History, Social Status, *Socioeconomic Status, Working Women

Although the Hispanic woman finds herself in a minority status within a minority population, her persistence and resiliency attest to her readiness for change. She bears the triple brunt of sexism, racism, and colonialism. She is victimized by poverty, prejudice and rejection by the dominant population. Like women in the population at large, her income is far below that of males, the expectancy levels for her achievement are quite low, and she finds she is often rejected as a fully participating citizen. Being a minority, as well as a woman, she has low social status and consequently low self-esteem. Her language is often mistaken for illiteracy or, at least, is the sign of the unwanted immigrant. Although her educational attainment is lower than that of

women in general and that of Hispanic men, there are some hopeful signs. Her participation in secondary education is on the rise and increased education is a key element in improving her chances for jobs not presently open to her. (Author/WI)

ED 164 635 UD 018 796

Gray, Naomi T. And Others
Preliminary Findings of a Study of Minority Developmentally Disabled.
Pub Date-22 May 78
Note-18p.; Paper presented at the National Conference on Social Welfare (Los Angeles, California, May 22, 1978) ; Study prepared by New Dimensions in Community Service, Inc., San Francisco, Calif.
Available from-National Conference on Social Welfare, 22 West Gay Street, Columbus, Ohio 43215 ($2.00)
Document Not Available from EDRS.
Descriptors-*Agency Role, Community Services, *Developmental Disabilities, Disadvantaged Groups, Family Role, *Minority Groups, *Minority Role, *Social Agencies, *Social Services

In an attempt to identify and evaluate the quality and quantity of minority participation in the developmental disabilities (DD) movement, the first year of this study included a series of parent/consumer and service provider meetings throughout the country. Separate meetings were held for parents/consumers and for agency personnel in each city. Probe questions served as the primary means for directing discussion. Service provider responses and concerns fell into five major areas: (1) agency assessment of the DD (minority/non-minority) consumer needs; (2) agency self-evaluation of service inadequacies; (3) interagency relationships; (4) barriers to minority participation; and (5) agency assessment of their professional services. There were similarities in issues raised and comments made by the participants at the parent/consumer meetings. These included: (1) comprehensiveness of services; (2) agency/staff sensitivity to parent's feelings and minority concerns; (3) agency outreach and use of bilingual materials; (4) participation; (5) attitudes of the professionals; and (6) eligibility requirements. Other issues raised reflected specific problems dealt with by Native Americans, Vietnamese and other Asian Americans, Spanish-speaking Americans, and blacks. Both those receiving and those needing services were found to have similar concerns about how services are delivered to minority families with developmentally disabled members. (Author/EB)

ED 164 636 UD 018 797

Thomas, Eugene Sultz, Benjamin

Black and White Co-Therapists: Effects on the Helping Process.

Pub Date-24 May 78
Note-19p.
Available from-National Conference on Social Welfare, 22 West Gay Street, Columbus, Ohio 43215 ($2.00)
Document Not Available from EDRS.
Descriptors-Blacks, Caucasians, *Cocounseling, Elementary Education, *Group Counseling, *Integration Effects, Literature Reviews, *Psychotherapy, *Race Relations, *Racial Attitudes, Therapists

This paper describes how a black and white co-therapy relationship was used with a group of black and white pre-adolescent boys. Background information is provided through a review of literature concerning co-therapy relationships and co-therapy effectiveness. Reference is made to the little attention black and white co-therapy relationships have received. This is attributed to historical, cultural, and emotional roots. Literature is also referred to in the evaluation of co-therapy relationships. The necessity for openness and the capacity for change and learning between therapists is referred to in describing the working relationship developed by black and white co-therapists in their group treatment focus. Specific strategies employed in this treatment focus and the reactions of individual boys participating to each of the therapists and the treatment are reported. Also included are aspects of effective treatment, such as parental involvement and genuine interaction between blacks and whites in interracial group therapy. In addition, based upon the value of the experience for the group members in this study, integrated staffs in school systems and mental health agencies are recommended as best being able to cope with and aid students. (Author/EB)

ED 164 637 UD 018 798

Greenberg, George S. And Others
Consultation: And the Effects of Stereotyping on the Assessment and Treatment of the Ethnocultural Minority Family.
Pub Date-22 May 78
Note-17p.
Available from-National Conference on Social Welfare, 22 West Gay Street, Columbus, Ohio 43215 ($2.00)
Document Not Available from EDRS.
Descriptors-Bias, Bilingualism, Cocounseling, Cultural Factors, *Ethnic Stereotypes, *Ethnocentrism, *Group Therapy, *Individual Differences, Individual Psychology, *Minority Groups, *Psychotherapy, Social Factors, Therapists

Some factors which impede observation, intervention and change in the assessment and treatment of the ethnocultural minority family result from conceptual stereotyping, stereotyped behavior and interactions comprising pseudopsychologies. Social science literature has played a role in psychosocial stereotyping as well. One of the primary factors in this stereotyping pertains to conceptual condensations," in which both research and therapy regarding the functions and treatment of families on the basis of economic and ethnocultural variables. A number of case examples support the contention that inattention to unique factors in individuals and family units impede observation, intervention and change. Another major difficulty resides in the interface between

conceptual imagery and clinical practice where stereotyped images of individuals or family units are compounded by stereotyped behavior, activities, and interaction between the therapist and the patient and/or patient unit. In cases of bilingual clients and therapists, and consideration of which language to use in therapy can often be problematical. The therapists' own ethnocentrism and personal prejudices also contribute to the problem. Observations of successful strategies employed in such situations, recognition of the polarities between cultural factors and the actual family, individual and therapist, and the use of co-therapy could all contribute to improving this dilemma. (Author/EB)

ED 164 638 UD 018 799

McAdoo, Harriette Pipes
Factors Related to Stability in Upwardly Mobile Black Families.
Pub Date-22 May 78
Note-39p.; Paper presented at the Annual Forum of the National Conference on Social Welfare (105th, Los Angeles, California, May 22, 1978)
Available from-National Conference on Social Welfare, 22 West Gay Street, Columbus, Ohio 43215 ($2.00)
Document Not Available from EDRS.
Descriptors-*Black Culture, Black Mothers, *Blacks, Cultural Traits, *Extended Family, Family Characteristics, *Family Influence, *Helping Relationship, Occupational Mobility, *Social Mobility, Socioeconomic Background, Working Women
Despite the fact that mobility or financial stability was clearly tied into the occupation and income of the father, an investigation of upwardly mobile black families in a mid-Atlantic metropolitan area indicates that this middle income group did not have to reject the reciprocal obligations of their extended kin networks in order to realize their own mobility goals. Many felt that they would have been unable to obtain their education, which was responsible in a large part for their upward mobility, without extensive kin-help. This extensive involvement was maintained by those from both working and middle class backgrounds and by those living in both rural and urban areas primarily because it performed a supportive function for the family that the community did not perform. As other studies have similarly pointed out, the extended family pattern of blacks is not just a structural coping tactic, but is a viable cultural pattern. In addition to the kinship network, maternal employment and dual career families are an innate component of black stability and mobility. A consequence of maternal employment, however, is that it removes some of the emotional and temporal resources from the family. (Author/EB)

ED 164 639 UD 018 834

Rabinove, Samuel
Bakke's Implication.
American Jewish Committee, New York, N.Y. Inst. of Human Relations.
Pub Date-Sep 78
Note-6p.; Not available in hard copy due to reproduction quality of the original document
Available from-American Jewish Committee, Institute of Human Relations, 165 East 56th Street, New York, New York 10022 ($0.15)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Admission Criteria, *Affirmative Action, College Admission, *Court Cases, Educationally Disadvantaged, Higher Education, *Jews, *Minority Groups, *Quotas, Racial Discrimination, Social Discrimination, Supreme Court Litigation
Identifiers-*Bakke v Regents of University of California
This document analyzes the Supreme Court decision in the Allan Bakke case. Primary emphasis is given to outlining the uncertainties and ambiguities remaining in the wake of the Court's findings that racial and ethnic quotas are not constitutionally acceptable, although race can be a valid factor in applying affirmative action remedies. Reference is made to the influence that the Bakke decisions might have on cases now pending which challenge the validity of affirmative action policies which discriminate against whites. Particular concern is expressed for the potential impact these decisions might have on Jews. Some of these court cases are described in detail. Pending action affecting disadvantaged students and supported by Jewish groups is discussed. Black support and criticism of the Bakke decisions and other court action concerning affirmative action policies are also discussed. Criticism is directed against specific actions that have denied equal education and protection for ethnic and racial minorities. In addition, a strong argument is made for the need to help all disadvantaged groups, and for the elimination of solutions that are "simple, easy and wrong," such as racial and ethnic "quotaism." (Author/EB)

ED 164 640 UD 018 846

Chan, Samuel O.

Selected Experiences of Pacific/Asian Families with Developmentally Disabled Children in America.

Pub Date-May 78
Note-5p.; Paper presented at the National Conference on Social Welfare Annual Forum (105th, Los Angeles, California, May, 1978)
Available from-National Conference on Social Welfare, 22 Gay Street, Columbus, Ohio 43215 ($1.00)
Document Not Available from EDRS.
Descriptors-*Asian Americans, *Developmental Disabilities, Discriminatory Legislation, *Family Problems, Handicapped Children, *Immigrants, *Mentally Handicapped, Social Factors

Pacific Asian families with developmentally disabled children have been subjected to many negative experiences in America which service providers as well as the general public often fail to consider. Events deriving from overtly hostile government policies (such as internment of Japanese Americans at the outbreak of World War II) and from insensitive immigration laws, have prevented families from obtaining the specialized services their children require and have contributed to multiple stresses which threaten family stability and well-being. The effects of such experiences compound the difficulties which typically exist among families with developmentally disabled children. Many ethnic families with such children cannot be legitimately evaluated and understood in terms of strictly clinical perspectives. Consideration must be given to the distinct historical, socioeconomic, and political contexts in which these families exist. (Author/WI)

ED 164 641 UD 018 855

Radin, Beryl A., Ed. Purvis, Hoyt H., Ed.
Women in Public Life. Report of a Conference.
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
Pub Date-76
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Conference Reports, Federal Government, *Females, Feminism, Foreign Policy, International Studies, News Media, *Political Power, *Public Policy, Womens Education, *Working Women
Identifiers-*Texas
In this report, the proceedings during a conference on women in public life are described. Four papers given at the conference, "After Mexico City, What?" by Elizabeth Reid, "The American Woman In A Changing World," by Barbara Jordan, "American Women and American Foreign Policy," by Carol Laise, and "Power How To Get It and How To Use It," by Martha Griffiths, are reprinted. Panel discussions about women in power and the women's movement in the eyes of the media are summarized. Fifteen workshops, covering a wide variety of topics of interest to Texas women, are outlined. The conclusions of the conference regarding women's possibilities and expectations for the future are summarized. Conference and workshop schedules, as well as a list of participants, are included. (Wl)

ED 164 642 UD 018 867

Rodriguez, Fred
Multi-Cultural Education and the Basics.''
Pub Date- 78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Basic Skills, *Educational Change, Educational Legislation, *Educational Responsibility, Elementary Secondary Education, *Equal Education, *Ethnocentrism, Minority Groups, *Multicultural Education
The back to basics movement continues to be the education media event of our time, but it appears that many advocates of the movement have interest in it other than that of education. Objectives range from strict drill in the three R's to a more vague return of religious and patriotic values to the curriculum and the elimination of such frills'' as multicultural education. Historically, however, education has failed to teach the basic'' fundamentals of knowledge to minority groups or to meet the individual needs of minority students because it has been so Anglo-centric. The majority of schools which attempt to provide equal educational opportunities are in urban areas and do so as a result of Federal legislation and the threat of losing Federal financial assistance. The lack of equal education deprives not only minority students, but majority students as well, because the latter lack knowledge and understanding of people different from themselves. Education is more than reading, writing, and arithmetic; it is preparation for life. Students need more than facts and problem solving skills; they need to know how to lead full and useful lives in a complex world. Multicultural education is a necessary part of the educational system because it provides all students with a more relevant and meaningful experience. (Author/WI)

ED 164 643 UD 018 882

McClung, Merle Steven

Competency Testing: Potential for Discrimination.

Harvard Univ., Cambridge, Mass. Center for Law and Education.
Pub Date-Sep 77
Note-11p.; For a related document, see UD 018 884; Not available in hard copy due to institution's restriction ; May be marginally legible due to small type
Journal Cit-Clearinghouse Review; p439-48 Sep 1977
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Basic Skills, Cultural Factors, *Educational Accountability, *Educational Legislation, Elementary Secondary Education, Graduation Requirements, *Minimum Competency Testing, *Racial Discrimination, State Legislation, Test Bias, *Test Validity

This article discusses the potential for discrimination inherent in competency-based testing and suggests some provisions which might be included in a fair competency-based program. Discussed are: (1) racial discrimination; (2) inadequate phase-in periods; (3) tests which are not reliable or have not been validated; (4) inadequate matching of the instructional program to the test; (5) inadequate remedial instruction which creates or reinforces tracking; and (6) unfair apportionment of responsibility between students and educators. Numerous studies and legislative action dealing with competency-based tests are used to illustrate this paper's argument that more valid competency testing is needed. (Author/EB)

ED 164 644 UD 018 884

McClung, Merle Steven Pullin, Diana
Competency Testing and Handicapped Students.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
Pub Date-Mar 78
Note-7p.; For a related document, see UD 018 882; Not available in hard copy due to institution's restriction
Journal Cit-Clearinghouse Review; p922-27 Mar 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, *Basic Skills, *Educational Accountability, *Educational Discrimination, *Educational Legislation, Graduation Requirements, *Handicapped Students, *Minimum Competency Testing, Secondary Education, Senior High Schools, Test Bias
This article discusses the fairness and legality of competency testing programs for the handicapped. The following concerns are addressed: (1) exemptions for handicapped students; (2) individual determinations; (3) differential diplomas and standards; and (4) differential assessment procedures. A discussion of the legal implications indicates that, although the Federal Constitution, statutes, and regulations (as well as comparable provisions in many states) provide handicapped persons with special protection against unfair and discriminating practices, neither they nor the courts provide specific guidance regarding competency testing of handicapped students. This paper suggests that if parents and policy-makers decide to apply competency testing programs to handicapped students, they should avoid any uniform approach and consider instead an approach based upon individual determinations. (Author/EB)

ED 164 645 UD 018 888

Prosser, Michael H., Ed.
USIA Intercultural Communication Course: 1977 Proceedings.
International Communication Agency, Washington, D.C.
Pub Date-78
Note-384p.; For a related document, see ED 144 155
EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors-*Communication Problems, Course Content, Cross Cultural Studies, Cross Cultural Training, Cultural Differences, *Cultural Interrelationships, *Inservice Courses, *Intercommunication, *International Education, *International Relations, Literature Reviews
Identifiers-*Intercultural Communication Course, International Communication Agency, United States Information Agency
Described as a statement of progress, intended to provide reflective recall for those involved and to illustrate the scope and context of the program, this document presents a collection of abstracts and working papers submitted by seventeen officers of the United States Information Agency (USIA) who took a six week intercultural course offered by the USIA. Reflected in these papers are the following themes: (1) key definitions and models of communication theory and culture theory; (2) the pervasive influence of such key underlying issues as the principle of similarities and differences and the effect which control, conflict, technology, cultural stability and change, and cultural imperialism and dependency might have on intercultural communication; (3) specific communication and cultural components and variables; and (4) linkages that have practical applicability. In addition, an essay review of books utilized in the USIA course, selected book reviews by course participants, an evaluation of the course, and biographies of the course participants are included in this document. (Author/EB)

ED 164 646 UD 018 890

Project Outcomes Reporting. Annual Report.
New York State Education Dept., Albany. Bureau of School and Categorical Programs Evaluation.
Pub Date-Jul 78
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Data Collection, *Educational Programs, Educational Research, Educational Testing, Elementary Secondary Education, *Program Evaluation, *State Programs
Identifiers-*New York, *Reporting Procedures

In this booklet, the New York State Department of Education's approach to the evaluation of categorically aided projects is described. It is stated that in recent years, the emphasis has been on structuring the content of data and limiting it to factors which are comparable and useful at local, State and Federal levels. Measurement procedures which should be employed in the data collection process are detailed. Suggestions are made with regard to language, local testing objectives, norming procedures, functional level testing, evaluation design models, and alternative designs to conventional testing methods. Format and data transmittal systems for aggregating data supplied to the State Department of Education by the schools are explained. A list of guidelines for categorical programs evaluation plans is provided. (WI)

ED 164 647 UD 018 892

Lachman, Seymour P., Ed.

Proceedings, Conference on Public Policy and Education: The Making of Policy. Case Study: The Impact of Office of Civil Rights Rulings on Local Policy Making in Education.

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Report No.-CASE-18-78
Pub Date-23 May 78
Note-112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Board of Education Policy, *Civil Rights, Conference Reports, *Educational Policy, Elementary Secondary Education, Federal Government, *Government Role, *Government School Relationship, Local Government, *Policy Formation, State Government
Identifiers-New York (New York), Office Of Civil Rights

This document presents an overview of issues concerning the relationship between Federal, State, and local governments in education, the impact of Office of Civil Rights' (OCR) rulings on educational policy-making in New York City, and views held by various individuals towards the impact of such rulings on local policy-making in education. Michael Usdan points out the impact of politics on such issues as educational finance, civil rights and affirmative action, church-state relationships, Federal influence, and teacher negotiations. Norman Redlich provides a geographical review of racial desegregation in the United States as an introduction to his case study presentation of New York City and Office of Civil Rights rulings. Ongoing litigation between the New York City Board of Education and the Department of Health, Education, and Welfare (HEW) concerning HEW's rejection of the Board's application for a basic grant under Emergency School Aid Act (ESAA) is described in the case study presentation. Critical responses and general views submitted by five individuals regarding this case are included. Also presented in relation to the local impact of OCR's rulings is a description of four conference workshops which dealt with various educational controversies and their relationship to OCR policy. Among the issues discussed in this section of the paper is the question of what constitutes the most appropriate criteria for the selection of staff. A bibliography of selected references is also included. (EB)

ED 164 648 UD 018 893

Middleton, Ernest J.
Profile of a Southern School District Prior to Desegregation.
Pub Date- 78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Role, Elementary Secondary Education, Government Role, *Integration Effects, *Integration Methods, *Political Influences, Race Relations, Racial Attitudes, Regional Characteristics, *School Integration, Social Attitudes, *Socioeconomic Influences, Southern Community, *Southern Schools
Identifiers-*Louisiana (Saint Mary Parish)
In an attempt to determine the impact of desegregation upon a rural Southern community, this paper chronicles the changes brought about by school desegregation in St. Mary Parish, Louisiana. Statistical data, geographical characteristics, and a description of the city and towns within St. Mary Parish are presented as background. An historical perspective of education in the area, primarily as it applied to blacks, is also provided. The stages of desegregation implementation, its effectiveness over a number of years, and black and white attitudes towards the process are described in detail for each of the parish's school systems. Specific actions taken by the respective communities and by the black and white contingents within these communities to encourage or discourage desegregation are included in these descriptions. Effects of desegregation on the students are also described. Tables showing statistical data and a list of references are included. (Author/EB)

ED 164 649 UD 018 894

Berry-Caban, Cristobal S.

A Survey of the Puerto Rican Community on Milwaukee's Northeast Side in 1976.

Milwaukee Urban Observatory, Wis.
Pub Date-77
Note-56p.; Pages 2 (map) and 41-52 (appendices) may not reproduce well due to reproduction quality of the original document
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Biculturalism, Bilingual Education, *Community Characteristics, *Community Surveys, *Ethnicity, Housing Deficiencies, Immigrants, Income, Language Handicaps, Political Attitudes, *Puerto Ricans, Recreation, Religion, *Socioeconomic Status
Identifiers-*Wisconsin (Milwaukee)

Based on a research study carried out in the mid-1970s, this paper traces the Puerto Rican immigration into Milwaukee and provides an overview of the economic and social conditions which fostered the growth of Milwaukee's Puerto Rican population. Also discussed are Puerto Rican family and household characteristics, religion, jobs and income, and health care. The Puerto Rican neighborhood is examined in terms of its housing, community organizations, recreation, and transportation. The political climate of the Puerto Rican community is described as being marked by indifference and disunity. The various stages that the educational process has undergone through the years in meeting the needs of Puerto Rican students are described, with particular attention given to the growth of bilingual/bicultural programs. In addition, the prospect of Puerto Ricans maintaining their ethnic identity into the 1980s is discussed. Appendices list comments by Puerto Rican individuals regarding such factors as language problems, health care, youth problems, neighborhood problems, recreation, transportation, and organization participation. (EB)

ED 164 650 UD 018 897

Asian American Field Survey: Summary of the Data.
Office of Special Concerns (DHEW), Washington, D.C. Office for Asian American Affairs.
Pub Date-May 77
Note-313p.; Not available in hard copy due to print size and format of the original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-000-00195-7)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Asian Americans, Chinese Americans, *Community Services, Educational Background, *Educational Needs, Ethnic Groups, Family Characteristics, Filipino Americans, Heads of Households, Health Services, Immigrants, Japanese Americans, Korean Americans, Low Income Groups, *Needs Assessment, Samoan Americans, *Social Services, *Statistical Data, Urban Population
Identifiers-California (Los Angeles), California (San Francisco), New York (New York)

This document is a study of the characteristics of selected Asian American communities in low-income urban areas and those populations' need for and use of health, education, and welfare services. Five groups in three cities were surveyed: the Chinese in New York City, the Philipinos in San Francisco, and the Japanese, Koreans and Samoans in Los Angeles. Consumer data tables for the five ethnic groups are presented. Basic demographic and socioeconomic characteristics of the population are provided and summarized by family heads, families, and households. Information is included on individuals' immigration history, occupation, language competency and education, in addition to information on the use of public and social services. Appendices include descriptions of the sampling procedures with lists of the Census Tracts and agencies where interviews were conducted, a glossary of terms used in the survey, the consumer survey instrument, and the data layouts and coding sheets. (Author/EB)

ED 164 651 UD 018 898

Blair, John P.
Allocating Opportunities and the Social Economy of Education.
Pub Date-Nov 78
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Delivery Systems, *Educational Opportunities, *Educational Resources, Educational Theories, Higher Education, Models, Resource Allocations, Social Exchange Theory, Social Factors, Social Systems, Urbanization
Identifiers-*Exchange Model, *Grants Model
The educational system is the most important of the institutions that bridge the family and the work place. Because of the role of bridge institutions in providing skills and screening that influence an individual's developmental path, it is important to understand how urban systems allocate scarce opportunities. The purpose of this essay is to describe two models of the opportunity system. The first model, the exchange model, is derived from principles of neo-classical economic theory, and draws upon a well-defined literature. The second model, the grants economy approach, focuses upon nonexchange behaviors that influence opportunity generation. Both models, however, provide insights into two central questions: (1) What determines the developmental opportunity system that confronts individuals? and (2) What principles determine access to alternative paths? (Author/GC)

ED 164 652 UD 018 899

Gappert, Gary

An Initial Formulation. Research, Diagnosis and Development in Urban Education.

Pub Date-Nov 78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Development, *Educational Research, *Research Methodology, *Research Problems, Resource Allocations, *Urban Education, Urban Environment, *Urbanization

Described in this report are factors which affect and/or limit urban educational research and dimensions of cities which should be considered in making social and organizational research in urban education more relevant. Some of these considerations are learning, institutional and management deficits, the lack of a total systems perspective on the part of most urban education researchers, and the insufficient allocation of resources to education, to schools, and to the students. The concept of urbanism is reviewed and dimensions which characterize a complex urban system are proposed. These include population changes, migration, segmented urban markets for housing, labor and social services, and social and economic segregation, among others. Also described are ten dimensions of urban schools which represent the internal makeup of an urban educational system. These include language problems, cultural factors, principals' roles, resources, parental support, institutional linkages, and employment opportunities. A basic approach for urban educational research is suggested and implications for future research are discussed. (EB)

ED 164 653 UD 018 902

Persons of Spanish Origin in the United States: March 1977. Population Characteristics. Current Population Reports, Series P-20, No. 329.
Bureau of the Census (DOC), Suitland, Md.
Pub Date-Sep 78
Note-75p.; For related documents, see ED 147 095 and RC 010 736; Not available in hard copy due to print size of the original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Census Figures, Cubans, *Economic Status, *Education, Employment, Family Characteristics, Income, Mexican Americans, Population Distribution, Puerto Ricans, *Spanish Americans, *Spanish Speaking, Unemployment

In this report, demographic, social and economic data for the population of Spanish origin and its subcategories (Mexican, Puerto Rican, Cuban, Central and South American) in the United States are tabulated. Specific information is provided concerning such characteristics as age, sex, residence, educational attainment, income, employment, occupation, marital status, selected family characteristics, and population size and distribution. Findings include the following: (1) 42% of all persons of Spanish origin were under 18 years old; (2) the median age for persons of Spanish origin is 22 years old, as opposed to 30 years old for the non-Spanish population; (3) there was a greater proportion of single men than single women in Spanish communities; (4) persons of Spanish origin 25 years old and over were still at a lower educational level than persons of non-Spanish origin; (5) the proportion of unemployed among people of Spanish origin was significantly higher than the proportion of unemployed in the general population; (6) the reported incomes of Spanish men were significantly lower than the incomes of men not of Spanish origin; and (7) in 1976, 23% of all Spanish families were living below the poverty level. Numerous charts and tables list characteristics of the Spanish population and, in some cases, compare present findings to those of the 1970 Census. Definitions of all terminology and a description of sources and reliability factors of this survey are provided in a detailed appendix. (WI)

ED 164 654 UD 018 904

Thomas, Gail E.

The Influence of Ascription, Achievement, and Educational Expectations on the Postsecondary Enrollment of Blacks and Whites. Report No. 257.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-NIE-G-78-0210
Note-50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, *Black Students, *College Attendance, *Enrollment Influences, Expectation, *Higher Education, Models, Performance Factors, *Racial Differences, Socioeconomic Status, Student Characteristics

In this study the effects of factors of ascription, achievement, and educational expectations on the type of college attended by blacks and whites who participated in the 1972 National Longitudinal Survey are examined. Findings indicate that the variables used in past models of educational attainment were also important in determining the type of college that students attended. However, contrary to observations from most past models of schooling, socioeconomic status (SES) and standardized test performance exerted a more equivalent effect among black and white college students. Racial differences in the predictability of this research model were lower than differences observed in most past models of educational attainment. The past finding of a higher enrollment of blacks than whites in two-year colleges held only to a limited extent when analyzing blacks and whites in the aggregate. (This finding was completely reversed when controlling for SES and standardized test performance.) Seven tables support the findings of the study and a lengthy bibliography lists other pertinent sources of information on the subject. (Author/WI)

ED 164 655 UD 018 905

Daiger, Denise C. And Others
Explorations of Parole Policy. Report No. 258.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-Maryland State Governor's Commission on Law Enforcement and the Administration of Justice, Cockeysville.
Pub Date-Aug 78
Grant-5192-DIA-2-E
Note-116p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Corrective Institutions, Criminals, *Justice, Models, Parole Officers, *Prisoners, *Public Policy, State Legislation
Identifiers-*Maryland, *Parole Policy

Due to the controversy over the institution of parole and recent changes in the criminal justice and penal system of Maryland, statistical models mirroring current parole practice were developed. These are described in this document in an effort to stimulate discussion leading to an explicit and equitable parole policy. Such variables as offense seriousness, institution of confinement, occupational standing, and predictions of future behavior are found to be a part of implicit parole policy. A variety of alternative statistical descriptions of current parole practice are presented. Research on implicit parole policy is reviewed and some speculations about desirable features of an eventual parole policy are offered. Suggestions are made about policy formation and implementation. The role of monitoring the criminal justice and penal system to evaluate the consequences of any policy is emphasized. The formulation of policy is viewed as a continuing evolutionary process in which explicit statements of policy are followed by careful implementation, monitoring, review and revision. Numerous charts and tables describe the parole system and choices in terms of inmate characteristics and behaviors. (Author/WI)

ED 164 656 UD 018 906

Working with Your Schools. A Handbook of the Louisiana Advisory Committee to the United States Commission on Civil Rights.

Louisiana State Advisory Committee to the U.S. Commission on Civil Rights.

Pub Date-Jul 78

Note-106p.; Pages 10, 28, 33, 44, 53, 60, and 70, photographs, have been deleted

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Civil Rights, Constitutional Law, Decision Making, Educational Assessment, *Educational Legislation, *Educational Opportunities, Elementary Secondary Education, Federal Legislation, Grievance Procedures, *Guides, Parent Role, Public Schools, State Agencies, State Legislation, *Student Rights, *Student School Relationship

Identifiers-*Louisiana

In this handbook, the relationship of education to the United States Constitution is described for the benefit of students and their parents. Legislation, funding, and the decision-making process are examined as they relate to the public school system. Legal rights of students and parents with regard to many controversial issues, including suspensions, discrimination, corporal punishment, ability grouping, bilingual education and the Freedom of Information Act, are detailed. Recommendations are made about how to influence school decisions and how to evaluate educational programs. The Louisiana State Education Agencies and laws are described in terms of action strategies parents and students may use to assure that their rights are respected. Various legal facts about the Louisiana school system are listed in a question and answer format. Instructions are provided concerning when and how to file complaints and suggestions are made about dealing with schools, principals, guidance counselors, courts and State and Federal agencies. Sample forms for filing different complaints are reprinted. The two appendices provide practical information on dealing with people in the educational pyramid and on questions to ask in the school evaluation process. (WI)

ED 164 657 UD 018 907

National Advisory Council on Equality of Educational Opportunity, Calendar Year 1977 Report.

National Advisory Council on Equality of Educational Opportunity.
Pub Date-31 Mar 78
Note-42p.; For a related document, see ED 145 062
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annual Reports, Educational Legislation, *Educational Opportunities, Elementary Secondary Education, *Equal Education, *Federal Programs, Minority Groups, *Program Evaluation, School Integration
Identifiers-*Emergency School Aid Act

The authority, function, activities and major recommendations of the National Advisory Council on Equality of Educational Opportunity (NACEEO) are described in this report. Recommendations adopted by the Evaluation Task Force were: (1) that studies be undertaken to provide more information about the processes involved in increasing achievement levels, about differential teaching actions between the Emergency School Aid Act (ESAA) and non-ESAA schools, and about the effects on achievement levels of grade repetition for students in elementary schools; and (2) that steps be taken to create satisfactory measuring devices of the school climate. A list of council members, all of whom are private citizens, and their addresses is included. Three appendices contain the following reports: (1) the August 1977 Report of the Task Force on Evaluation of the NACEEO, which discusses and criticizes The Third Year of Emergency School Aid Act Implementation'' (Coulson, et al, 1977), and An In-Depth Study of the Emergency School Aid Act: (Wellisch, et al, 1977), which present cross-sectional results of the national evaluation of Basic Elementary, Pilot Elementary, and Basic Secondary programs during ESAA's third year; (2) the May 1978 Final Report of the Task Force on Evaluation of the NACEEO, which makes recommendations about educational assessments of achievement of minority group students; and (3) the Report of the Legislative and Administrative Task Force of the NACEEO which makes policy, administrative, and various practical suggestions about ESAA programs. (WI)

ED 164 658 UD 018 908

Gordon, Edmund W.
Toward a Conceptualization of Urban Education.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Pub Date-78
Note-8p.
Available from-Institute of Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($1.00)
Journal Cit-IRCD Bulletin; v13 n3 Sum 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*City Demography, *City Problems, *Cultural Differences, *Educational Environment, Educational Problems, Elementary Secondary Education, Minority Groups, Social Factors, Social Mobility, *Urban Education, *Urban Population
Studies of urban living and its consequences for education tend to focus on issues related to ethnic minority status and low economic status. There are problems, however, more critical to urban life than those faced by low status people in our cities. Continuity and change present problems in urban areas. Three broad categories which have special relevance for urban education are human diversity, human mobility and human and institutional rigidity. Due to these characteristics and to the political and economic climate, urban populations are diverse and mobile, and at the same time stereotypic and immobile. These populations vary with respect to their status (ethnicity, culture, class, sex) and their functions (language, cognitive style, affective response patterns, etc.). These differences have implications for the way in which educational opportunities are designed and delivered. Yet, these various groups are eventually held to similar mainstream standards despite the pluralistic nature of their reference groups. These populations seem to be in constant geographic movement within the city and into and out of the city. Between groups, though, movement is very limited and upward mobility is more a dream than a reality. In urban education, attention must be given to these and other aspects of urbanicity. (Author/WI)

ED 164 659 UD 018 909

Moock, Peter R. Rhodes, David
Achievement in the Philadelphia Public School System.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Pub Date-78
Note-7p.
Available from-Institute of Urban and Minority Education, Box 46, Teachers College, Columbia University, New York, New York 10027 ($1.00)
Journal Cit-IRCD Bulletin; v13 n3 Sum 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Black Students, Educational Assessment, Educational Research, Elementary Secondary Education, *Performance Factors, *Research Methodology, *Research Reviews (Publications), Student Motivation, Teacher Role
Identifiers-Pennsylvania (Philadelphia), *Summers (A A), *Wolfe (B L)
An achievement study by Summers and Wolfe, published in 1975, is analyzed in this paper. The data set used in the study (three samples of students from 103 elementary, 42 junior high schools and 5 senior high schools) is described. Prior achievement research is outlined as it pertains to the Summers and Wolfe study. The main conclusions of the study listed are: (1) a student's motivation affects his or her learning; (2) instructors with 3 to 9 years of experience are particularly effective, but those having more than 10 years of experience reduce the rate of learning in mathematics; (3) Head Start'' participation does not improve a child's achievement growth by the latter half of elementary school; (4) elementary school students who test at grade level or lower perform better when they are with more high achieving students; and (5) black students perform better in smaller elementary schools and in junior high schools with larger black populations. Methodological errors in the study are pointed cut, as are inconsistencies between tables and text, in an effort to dispel any misinterpretations of what is generally considered to be an influential piece of educational research. (Author/WI)

ED 164 660 UD 018 910

Surgeon, George And Others
Race Relations in Chicago. Second Survey: 1975.
Chicago Univ., Ill. Community and Family Study Center.
Spons Agency-Rockefeller Foundation, New York, N.Y.
Pub Date-76
Note-188p.; Not available in hard copy due to print size of numerous tables in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Blacks, Bus Transportation, Caucasians, Economically Disadvantaged, Educational Problems, Elementary Secondary Education, Employment, *Ethnic Stereotypes, Higher Education, Integration Effects, *Intelligence, *Race Relations, *Racial Attitudes, Racial Discrimination, *School Integration, Welfare
Identifiers-*Illinois (Chicago)

Results of a 1975 survey on racial attitudes of blacks and whites in Chicago are tabulated and analyzed in the four reports compiled in this book. In "Structure and Context of White Racial Attitudes," George Surgeon examines the racial beliefs of whites in terms of such factors as age, education, neighborhood, and sex of survey respondents. The belief in black intellectual equality is shown to have declined since 1963. In "Images of the Poor: Attitudes Towards Race and Welfare," by Judith Mayo, it is found that: (1) blacks are more pro-welfare than whites; (2) stereotyped attitudes about the work behavior of blacks leads to negative attitudes towards welfare programs; and (3) beliefs about welfare role composition were not linked to opposition to the Aid to Families with Dependent Children programs. In "Black Opinion about Race Relations in Chicago," beliefs about the employment status and educational status of blacks are tabulated by Donald J. Bogue. Comparisons are made between black and white responses, and the question of black nationalism is discussed. In "Opinions of Blacks and Whites About Race Relations in Chicago's Schools," also by Bogue, beliefs about the effect of student and faculty integration on the quality of education, as well as the effects of busing and racial content in the curriculum, are surveyed. Public opinion about black potential is measured and the educational problems of Chicago's schools are described. Numerous tables support the findings of the four reports. (WI)

ED 164 661 UD 018 911

Willie, Charles Vert
The Sociology of Urban Education: Desegregation and Integration.
Spons Agency-Maurice Falk Medical Fund, Pittsburgh, Pa.
Pub Date-78
Note-192p.
Available from-Lexington Books, Inc., D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173 ($16.95)
Document Not Available from EDRS.
Descriptors-Administrator Role, Affirmative Action, *Black Students, Educational Policy, *Educational Quality, Elementary Secondary Education, *Equal Education, Higher Education, Minority Role, School Community Relationship, *School Integration, *Social Factors, Teacher Role, *Urban Education, Urban Schools

In this book, the problems of racial segregation and desegregation in urban schools and colleges are discussed in light of cultural, biological, and social questions. Part I explores various issues in urban education, such as racial balance and quality education, white flight, community control, the city-suburban connection, education for the disadvantaged and race-related behavior. Part II investigates educational planning and policy-making, including basic features of a school desegregation plan, school desegregation and public policy (in Boston) and planning for school and community change. In Part III, the integration of two elementary and junior high schools and the role of teacher and principal in the integration are described. Part IV deals with integration in colleges and universities, analyzing the social life of black students at white colleges, adaptation styles of black college students, affirmative action (faculty and staff), and the American Dream.'' After describing the history, legislation and the various repercussions associated with different aspects of educational change and desegregation, the author concludes that minorities are creative dissenters who increase our ethical stature and keep alive the vision of justice for all.'' (WI)

ED 164 662 UD 018 912

Blum, Jeffrey M.

Pseudoscience and Mental Ability: The Origins and Fallacies of the IQ Controversy.

Pub Date-78
Note-240p.
Available from-Monthly Review Press, 62 West 14th Street, New York, New York 10011 ($13.95)

Document Not Available from EDRS.

Descriptors-Cultural Differences, Educational Research, Environmental Influences, *Ethnic Groups, *Ethnocentrism, Evaluative Thinking, Genetics, Heredity, *Intelligence, Intelligence Differences, Intelligence Quotient, *Intelligence Tests, *Nature Nurture Controversy, *Test Bias, Test Validity
Identifiers-Pseudoscience, *Social Darwinism

Pseudoscience, or the process of persuasion by establishing a pretense of scientific discovery, is examined in this book in an effort to dispel false notions about the validity of various measures of intelligence and the correlations of genetics to mental ability. The history and development of concepts related to hereditary intelligence and Social Darwinism are examined and the ethnocentric assumptions inherent in eugenics and psychometrics are brought to light. Non-scientific premises and procedures upon which the persistent theories tracing intellectual inferiority to race and social class were based are examined. Modern forms of "psychometric illusion," such as intelligence tests, I.Q tests and creativity tests, are discussed in terms of cultural bias and built-in fallacies. The origins and perpetuation of pseudoscience (particularly by the ruling elite) is described and suggestions are made for revising the concept of mental ability. Throughout the book, the nature-nurture controversy is discussed and it is concluded that the nature-nurture, heredity-I.Q. question is unresolvable in the confines of present day empirical sciences. (Author/WI)

ED 164 663 UD 018 913

Hinze, Kenneth E. And Others
Population Projections: Chicago City and Suburban Ring, 1970-2000, by Age, Race, and Sex.
Chicago Univ., Ill. Community and Family Study Center.
Pub Date-78
Note-264p.; Not available in hard copy due to print format and print size
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Blacks, Caucasians, Elementary Secondary Education, Enrollment Trends, *Ethnic Distribution, Family Characteristics, Labor Force, Marital Status, *Metropolitan Areas, Minority Groups, *Population Distribution, *Population Growth, *Population Trends, Spanish Speaking, *Statistical Data
Identifiers-*Illinois (Chicago)
The projections presented in this document (mostly in the form of tables) are characterized by a number of features. For example, population predictions for three Chicago area ethnic groups, black, Spanish speaking, and majority white and other (including non-white population other than black) are provided separately. Another feature of these predictions is that they do more than just predict the number of persons (classified by age, sex, and race/ethnicity) that will be living in the Chicago region. The projections translate the "body count" for each year from 1975 to 2000 into: (1) number of households; (2) marital status; (3) labor force; (4) school enrollment by grade; and (5) classroom teachers. Each of these "functional" projections (except the last) is done separately for the black, Spanish, and majority white populations by age and sex, and then summed for grand totals of all race/ethnic groups combined. In addition, detailed cross-tabulations of the projections are included for individual researchers who wish to further explore particular problems. For some topics (especially labor force and school enrollment), these detailed statistics are provided for single years of age between 1978 and 1983, in order to show year-to-year changes in the immediate future. (Author/EB)

ED 164 664 UD 018 914

Baumann, Duane D. Dworkin, Daniel
Water Resources for our Cities. Resource Papers for College Geography No. 78-2.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Pub Date-78
Note-45p.
Available from-Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*City Problems, Ecological Factors, Ecology, Environmental Education, Majority Attitudes, Pollution, *Public Policy, Urban Environment, *Urbanization, *Waste Disposal, *Water Pollution Control, *Water Resources
This paper argues that a re-examination of current goals and methodologies and modifications to management practices are necessary if urban water crises are to be minimized. Three problem areas are focused on: (1) the projection of demand and the estimation of supply; (2) the alternatives for balancing demand and supply; and (3) the management of wastewater. An historical examination of urban water systems is presented to provide an understanding of how water systems have developed in the United States. An evaluation of both private and public institutions is included to shed light on the efficacy of each with respect to water quality. In addition, current problems are further illustrated through an examination of how problems of quantity and quality were resolved in the past. Recommendations for improving the situation are made. A bibliography and numerous tables and charts showing statistical data are included. (Author/EB)

ED 164 665 UD 018 915

Calvin, Richmond

A Group Counseling Approach for Persons Who Work With Sickle Cell Anemia Clients.

Pub Date-78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Black Attitudes, *Blacks, *Community Services, *Counseling Programs, Counselor Role, *Group Counseling, Health Education, Needs Assessment, *Self Concept, *Special Health Problems, Vocational Counseling
Identifiers-*Sickle Cell Anemia

Although many workshops on sickle cell anemia have been held, it is still difficult to implement a comprehensive training program for sickle cell anemia clients in many communities. Research data on the topic are somewhat nebulous and insufficient political and social pressure have been exerted to change attitudes and take action towards the disease. Research has found no cure for the disease and treatment is palliative. Because sickle cell anemia is said to disrupt mental processes through environmental stresses, as associated with racism, the client may blame his physical attributes for the problems and societal pressures he faces. The 1978 questionnaire survey conducted (by this author) in South Bend, Indiana, indicates the need for counseling on the subject. In group counseling, the facilitator should be flexible enough to adapt to the needs of the client. The more verbal interaction that takes place, the more effective the counseling process will be. Current medical knowledge pertaining to sickle cell anemia shows that changes are occuring. The disease and the accompanying physiological crisis and complications can now be talked about. (Author/WI)

ED 164 666 UD 018 917

Taylor, Charles, Ed.
Selected Conference Proceedings from the Conference on The Future of Minority Centers, February 23-24, 1978.
Wisconsin Univ., Oshkosh. Multicultural Education Center.
Pub Date-78
Note-193p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Administrator Role, American Indians, Bilingual Education, Blacks, *College Students, Educational Opportunities, Higher Education, *Intercultural Programs, *Minority Groups, Minority Group Teachers, Multicultural Education, *Student Needs, *Student Participation, *Student Teacher Relationship
Identifiers-*Minority Centers
This document contains presentations made at a conference which was held to address problems and concerns of professional staff members working with minority students in predominantly white colleges. Issues addressed include: (1) the validity of minority student programs at predominantly white institutions; (2) budget justification for minority student programs; (3) Indian attitudes toward and participation in multicultural programs; (4) educational opportunities for minority students; (5) bilingual programs; (6) a cultural training center proposal; (7) increasing black enrollment in minority student programs; (8) educational strategies employed in minority programs; (9) problems encountered by minority programs such as State and/or Federal funding, staff problems, accountability, and lack of student participation; and (10) the art of proposal development. The text of a speech by Kwame Salter on the future of multiculturalism is also included. Recommendations made by the participants for improving communication between minority administrators, faculty, students, and minority community centers are listed. (Author/EB)

ED 164 667 UD 018 918

Duane, Edward A. Bridgeland, William M.
Power Analysis in Comparative Educational Politics.
Pub Date-4 Apr 77
Note-26p.; Paper prepared for presentation at the Annual Meeting of the American Educational Research Association (New York, New York, April 4, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavior Patterns, *Educational Policy, Educational Research, *Models, Policy Formation, *Politics, *Power Structure, *Social Science Research, Theories

The relative newness of educational politics as a research field means that, aside from possibly systems analysis, much theory-building has yet to be done. In this regard, power analysis has both limitations and potentialities. Some people contend that power is evident only in those situations involving government agencies utilizing negative sanctions. At the other extreme, power has been used to include all forms of social influence. In fact, power analysis can provide a frame of reference at once unifying and integrative, but sufficiently discriminating to account for a wide range of behavior in comparative educational policy making. Researchers now generally support the Weberian notion that power is a form of interpersonal relationship. Power analysis offers a frequently overlooked potential for systematically probing many areas of educational behavior in general and comparative educational politics in particular. It has the added advantage of permitting the researcher to move deductively from macroscopic configurations such as "monolithic" interest group structures down to relatively microscopic phenomena like co-optation as a specific tactic. (Author/Wl)

ED 164 668 UD 018 920

Votaw, Carmen Delgado
Puerto Rican Women: Some Biographical Profiles.
Pub Date-78
Note-62p.
Available from-National Conference of Puerto Rican Women, P.O. Box 4804, Washington, D.C. 20008 ($3.95)
Document Not Available from EDRS.
Descriptors-Artists, *Biographical Inventories, *Females, Politics, *Puerto Ricans, Social Change
Compiled in this document are brief biographical sketches of over sixty Puerto Rican women who have made significant contributions to society. Meant to serve as role models for young men and women, and to raise the consciousness of people about the merits and character of the Puerto Rican woman, these sketches present aspects of the imprints these historical and contemporary women have made in the fields of education, the arts, literature, politics, and social change in both Puerto Rico and the United States. (EB)

ED 164 669 UD 018 921

Project Ideas: Noteworthy Practices Found in New York State's Locally Devised Compensatory Education Projects.

New York State Education Dept., Albany. Bureau of School and Categorical Programs Evaluation.

Pub Date-Jun 78
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Achievement, *Administrator Role, *Compensatory Education, *Educational Research, Elementary Education, Interviews, Organizational Communication, Program Evaluation, *State Programs, *Teacher Role, Teaching Methods
Identifiers-*New York

A study of thirteen exemplary compensatory education projects in Elementary Education (nine in reading, four in mathematics) in the State of New York is described in this report. The study, which was designed to investigate and describe specific educational practices so that they could be replicated in other schools, found ten major factors which contribute to exemplary pupil achievement: (1) professional competence among instructional personnel; (2) professional competence among administrators; (3) open communication and rapport among project personnel; (4) faculty involvement in shaping projects; (5) faculty confidence in self and in pupils; (6) faculty awareness of instructional goals; (7) availability and variety of instructional materials; (8) eclectic approach to activities and materials; (9) close involvement of teachers and para-professionals with pupils; (10) flexibility of teaching techniques in response to pupil needs. The primary means of identifying exemplary projects consisted of analyzing the results of standardized achievement tests. The methodology used in collecting data involved interviewing 145 staff members of the selected programs. Comparisons are made between this study (1976) and a national study on compensatory education (1972). (WI)

ED 164 670 UD 018 923

Berndt, Harry Edward

New Rulers in the Ghetto: The Community Development Corporation and Urban Poverty. Contributions in Afro-American and African Studies, Number 28.

Pub Date-77
Note-161p.
Available from-Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880 ($13.95)

Document Not Available from EDRS.

Descriptors-Case Studies, Change Strategies, City Problems, Community Control, *Community Development, Economic Development, Federal Programs, Historical Reviews, *Organizational Effectiveness, *Poverty Programs, *Program Effectiveness, *Urban Areas
Identifiers-*Community Development Corporations, *Union Sarah Economic Development Corporation

The activities of the Community Development Corporation (CDC), founded in 1967 to alleviate urban poverty in the United States, are analyzed in this book. The overall strategies used by the CDC, including the acquisition of existing businesses, development of new businesses, investments in physical assets of the community, assistance through loans and technical services to community entrepreneurs, and participation with the private sector interests in joint ventures, are described. A case study of the Union Sarah Economic Development Corporation indicates that rather than meeting its avowed objective to break the cycle of poverty in low-income communities by arresting tendencies toward dependency, chronic unemployment and community deterioration,'' the CDC has become a creation in the service of its own bureaucracy'' and serves the purposes of its own management.'' Because CDCs have failed to help poor people improve the quality of their lives, it is contended that the CDC concept be abandoned and funding denied to such programs in the future. Nine tables are included. (Author/WI)

ED 164 671 UD 018 924

Gletten, Denise D.
Black Women's Sources at Howard University.
Pub Date-Oct 78
Note-8p.; Paper to be presented at the Association for the Study of Afro-American Life and History (Los Angeles, California, October, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Black History, *Blacks, *Black Studies, *Females, *Library Collections, *Resource Materials, *University Libraries
Identifiers-Howard University DC
In this paper, seven selected collections from the Manuscript Division of the Moorland-Spingarn Research Center of Howard University are examined in terms of the resources they provide on black women. Collections are listed and described in terms of size, period, types of material, photographs, and official documents. The purpose of the paper is to familiarize researchers with outstanding black women and with the information available about them. (WI)

ED 164 672 UD 018 925

The Reflector.
Los Angeles Unified School District, Calif.
Pub Date-Sep 78
Note-9p.; Research provided by the Staff Development Branch
Journal Cit-The Reflector; v8 n1 Sep 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, Elementary Secondary Education, *Ethnic Relations, *Human Relations, Instructional Materials, *Multicultural Education, *School Integration
Identifiers-*California (Los Angeles)
This newsletter includes ten short articles: (1) "A Historical Perspective on Multicultural Education," by Josie Bain; (2) "Human Relations and Desegregation: Implications for Staff Development," by Eleanor Blumenberg; (3) "Curriculum Conference at Pepperdine"; (4) "Intercultural Relations: An American Indian Perspective," by Joann Morris; (5) "Multicultural Relations," by Bob Thomas; (6) "A Suggested Approach For Improving Relations Between People," by Herbert Leong; (7) "Multicultural Education," by Raul Arreola; (8) "Multicultural Education Materials," by Eugene White; and (10) "Identifying Fantasies: Clarifying Stereotypes." (Wl)

ED 164 673 UD 018 926

School Breakfast Menu Planning Guide.
Food and Nutrition Service (DOA), Washington, D.C.
Report No.-DOA-FNS-7
Pub Date-Sep 78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Breakfast Programs, Elementary Secondary Education, *Federal Legislation, *Food Service, *Guidelines, *Nutrition, *School Services

In this menu planning guide, information is provided to help food service supervisors and managers participating in the School Breakfast Program to meet the daily dietary needs of children. Regulations governing the minimum content of each breakfast are outlined. Nutrients provided by the required breakfast pattern are described, as are management and planning tips. Sample breakfast menus for schools with and without kitchen facilities are listed. A method of evaluating breakfast menus is suggested. (WI)

ED 164 674 UD 018 928

Gitomer, N. Avicolli, T.
Follow-Up Reading: An Annotated Bibliography.
Green Circle Program, Inc., Philadelphia, Pa.
Pub Date-78
Note-73p.; For related documents, see ED 154 457-458
Available from-Green Circle Program, Inc., 801 Market Street, Philadelphia, Pennsylvania 19105 ($6.50)
Document Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Childrens Literature, Elementary Education, *Human Relations, Maturation, *Personal Growth, Personal Values, *Self Concept, *Social Values
This bibliography is designed to assist resource aides, teachers, librarians, and parents in selecting books for children which will reinforce positive human relations skills. Part I lists books dealing with responsibility, self-attitude, feelings, communication, families, and the development of self-worth. Part II lists books dealing with prejudice, inclusion/exclusion, and differences. Part III lists books dealing with specific problem areas, such as working and growing together, love/friendship, teasing and taunting, adoption, divorce, and death. A short description of each book and the suggested age level is provided. (WI)

ED 164 675 UD 018 929

Pompa, Gilbert G.
Remarks by Gilbert G. Pompa Before the Mexican American Lawyers Association Third Annual Banquet, Chicago, Illinois.
Department of Justice, Washington, D.C.
Pub Date-11 Nov 78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Federal Government, Illegal Immigrants, *Immigrants, Law Enforcement, *Local Government, Local Issues, Mexican Americans, *Police Community Relationship, *School Integration, *Spanish Speaking, Speeches
A number of problems facing Hispanics in general and Mexican Americans in particular lend themselves to local solutions rather than Federal intervention. From a community relations standpoint, there are three major areas of concern for Hispanics nationally: education, immigration and the administration of justice. The two major educational problems of Hispanics are high drop-out rate and the school desegregation process. Desegregation issues such as the lack of quality education and the break-up of bilingual education programs could be resolved locally if local officials take the initiative to work things out in advance with the communities affected. Federally mandated desegregation is an admission that local officials have not acted to the satisfaction of the total community. Problems associated with immigration focus on the effect illegal immigration is having on this country and conflict over the methods of enforcing immigration laws. Local officials need to address related problems, such as misinformation about immigrant populations and non-jurisdictional interrogation of suspected immigrants by police officers. The final major problem of Hispanics involves the mutual mistrust between minorities and the police. Local officials must take action in police abuse cases to restore minorities' confidence in the justice system. (Author/WI)

ED 164 676 UD 018 930

Nieves, Luis

College Achievement Through Self-Help. A Planning and Guidance Manual For Minority Students.

Education Testing Service, Princeton, N.J. Office of Minority Education.
Spons Agency-Graduate Record Examinations Board, Princeton, N.J.
Pub Date-78
Note-97p.
Available from-Educational Testing Service, Princeton, New Jersey 08540 ($2.25)
Document Not Available from EDRS.
Descriptors-Academic Achievement, Anxiety, Assertiveness, Career Choice, *College Students, Decision Making, Depression (Psychology), Graduate Study, Higher Education, Interpersonal Relationship, *Manuals, *Minority Groups, *Self Actualization, *Self Evaluation, *Self Help Programs, Study Habits

In this manual for minority students in higher education, advice is provided on the following topics: (1) methods of self personality assessment, including lists, questions, and flow charts; (2) suggestions for budgeting study time in an individual schedule; (3) relaxation techniques to combat anxiety; (4) methods of self-management in cases of mild depression; (5) management of interpersonal problems and ways of developing assertiveness; and (6) techniques for making decisions about future careers and graduate study. Numerous scales, checklists and self-evaluation quizzes accompany each topic. A directory of information sources about graduate study and financial aid is included. (WI)

ED 164 677 UD 018 931

Cordova-Ferrer, Jacqueline
Essays on Urban and Bilingual Education.
Pub Date-78
Note-65p.; Not available in hard copy due to reproduction quality of the original document
Available from-Polis Press, 150 Claremont Avenue, Apartment 1E, New York, New York 10027 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Biculturalism, *Bilingual Education, Blacks, Cultural Factors, Educational Legislation, Elementary Secondary Education, *Minority Group Children, *Puerto Ricans, Socioeconomic Influences, Teacher Responsibility, *Urban Education, Urban Schools
Identifiers-*New York (New York)
This document contains four essays which examine aspects of urban bilingual education as it applies to disadvantaged, minority children. The first essay, "A Legal-Historical View of Bilingual Education," deals with the struggle of the American people to cope with problems of language instruction in the schools. Briefly described are the effects specific court legislation had on the development of bilingual education programs for minority group children over a period of time. The second essay, "A View of Bilingual Education for Puerto Ricans in New York City, with a Suggested Model for Implementation," provides an overview of the cultural identity problems and low socioeconomic status of Puerto Ricans in New York and describes a model bilingual program that would help Puerto Ricans to cope with these problems. The third essay, "Concerns of Teacher-Pupil Interaction in a Bilingual Setting," investigates the concern of many educators for providing

bilingual-bicultural instruction to Puerto Rican students and other Hispanics, and emphasizes the importance for teachers of these students to be properly informed of the students' background in order to facilitate learning. The final essay, "On Sociology of Urban Education," supports the point of view, through a sketch of immigration patterns, that inner-city schooling has permitted upward mobility among the disadvantaged. Appended are various statistical data concerning minorities and education in New York City. (Author/EB)

ED 164 678 UD 018 932

Andrews, Pearl
The Effects of Black Studies on the Self-Concept of Afro-American Children.
Pub Date- 78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Black Students, *Black Studies, *Kindergarten Children, *Learning Readiness, Primary Education, *Self Concept, Sex Differences
Identifiers-Louisiana (Baton Rouge)

The study reported in this document was undertaken to determine the effects of Black Studies on Afro-American five-year-old preschool children, especially the changes which might occur in Afro-American pupils' self-concepts after exposure to Black Studies. In addition, this study sought to measure readiness gain in relation to improved self-concept. Implementation of the Black Curriculum followed pre-testing of 78 kindergarten children in a Baton Rouge, Louisiana, public school. The units of the four month long curriculum were: (1) the continent of Africa; (2) language experience/black media; (3) the aesthetic curricula and black arts; and (4) music. The experimental teachers integrated the Black Studies program into the total kindergarten curriculum and made classroom observations during the entire period. At the end of the investigation, post-tests were administered to the subjects. Results indicate that the Black Studies program was effective in increasing the self-concepts of Afro-American children and in improving academic readiness. Mean pre-test and post-test self-concept and readiness scores for males and females indicated the sex effect was non-significant. (Author/EB)

ED 164 679 UD 018 933

Lombard, Avima
Home Instruction Program for Preschool Youngsters (HIPPY) Final Report, 1973.
Hebrew Univ. of Jerusalem (Israel).
Pub Date-Sep 73
Note-138p.; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 018 934; Page 20, photograph, has been deleted
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Community Influence, *Disadvantaged Youth, *Educational Programs, Family Influence, *Home Instruction, Instructional Materials, Mothers, Parent Role, *Preschool Education, *Program Effectiveness
Identifiers-*Israel

This report presents data concerned with: (1) the feasibility of a home-based instructional program for disadvantaged 4 and 5 year old children in Israel, administered by non-professional aides, and (2) the effectiveness of such a program as reflected in (a) the academic and intellectual gains of children involved, and (b) the spill-over effects to other members of the family and community. The program incorporated mothers, non-professional aides, a professional coordinator, a director, kindergarten teachers and the use of structured materials. The effectiveness of the program was examined under varying conditions: locus and duration of instruction, and point of entry into the program. The locus of instruction was either the child's home or the child's kindergarten class. Comparison of intellectual and academic achievement scores for the three groups (home instruction, teacher instruction, uninstructed controls) indicated that the home instruction treatment was the most effective of the three. Evaluation of spill-over effects in the community was based on spontaneous on-going reports of all participants. From these it was evident that there had been some impact on the community. (Author/EB)

ED 164 680 UD 018 934

Davis, Dan Kugelmass, Judith

Home Environment: The Impact of the Home Instruction Program for Preschool Youngsters (HIPPY) on the Mother's Role as Educator. An Interim Evaluation.

Hebrew Univ. of Jerusalem (Israel).
Pub Date-May 74
Note-43p.; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 018 933 ; Information prepared by the School of Education. NCJW Center for Research in Education of the Disadvantaged
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Disadvantaged Youth, Economically Disadvantaged, Family Environment, *Home Instruction, *Mothers, *Parent Role, *Preschool Education, Program Evaluation
Identifiers-*Home Instruction Program For Preschool Youngsters, *Israel

The Home Instruction Program for Preschool Youngsters (HIPPY) is evaluated in this research report with respect to the effects of home environment. The main data of an original HIPPY study consisted of the children's performance in various tests of mental ability. In the present study, the same sample is used, but the focus of research is on the parents and the family structure. Tables illustrate such variables as parents' education, room-density ratios, opportunities for learning provided by the mother, and parental expectations. Data indicate that the program had some impact on mothers but, due to the highly programmed format, did not generally serve to instill in them much confidence or awareness of themselves as educators. It is concluded that although the use of very structured materials and instructions was necessary because of the low educational level of the mothers, in the future, the mothers must become more involved in the program to make it work effectively. The problem is identified as increasing the mothers' initiative in the teaching role while maintaining educational effectiveness for the child. (Wl)

ED 104 681 UD 018 935

Bilski-Cohen, Rachel Melnik, Noah

The Use of Creative Movement for Promoting the Development of Concept Formation and Intellectual Ability in Young Culturally Disadvantaged Children. Final Report.

Hebrew Univ. of Jerusalem (Israel).
Pub Date-Jul 74
Note-93p.; Not available in hard copy due to reproduction quality of the original document ; Report prepared by the School of Education. NCJW Research Inst. for Innovation in Education
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Compensatory Education Programs, *Concept Formation, Creativity, Culturally Disadvantaged, *Disadvantaged Youth, Educat onally Disadvantaged, Elementary Education, Emotional Development, *Intellectual Development, *Movement Education, *Program Descriptions, *Psychomotor Skills
Identifiers-Asians, Creative Movement, *Israel, North Africans

In this report, the formation and use of a creative movement program by a group of Israeli educators as a means of promoting intellectual development in culturally disadvantaged children, mostly of North African and Asian origin, is described. The theoretical framework of the experiment, based on the work of Piaget and other educational researchers who recognized the role of psychomotor activity in the process of concept formation and the development of intellectual skills in young children, is outlined. Methods of working in creative movement are detailed and the research methodology for evaluating its effectiveness with children of low educational and socioeconomic status is explained in detail. The research upon which this report is based was undertaken in order to discover additional methods for education of the culturally disadvantaged. It is hypothesized that the inclination of culturally disadvantaged children towards movement and expression through movement makes it possible to promote the formation of basic concepts and to assist in the development of characteristics considered important to intellectual performance. Charts comparing the control group to the research group tabulate the effects of the program on such things as mathematic ability and test scores. (Author/WI)

ED 164 682 UD 018 936

Minkovich, Avram And Others
Two Types of Cognitive Functioning in Primary and Secondary Retardation.
Hebrew Univ. of Jerusalem (Israel).
Pub Date-77
Note-17p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cognitive Development, Disadvantaged Youth, Intelligence Quotient, *Learning Theories, *Nature Nurture Controversy, Research Methodology, *Retarded Children, *Socioeconomic Influences, Task Performance
Identifiers-*Israel, *Jensen (Arthur R)
In this study, high and low socioeconomic status (SES) retarded children (approximately 10 years old) were matched on chronological age and two IQ measures. Children in each SES group were presented with a series of simple learning tasks derived from the work of Jensen and his hypotheses about two levels of learning. The tasks themselves were varied along several dimensions so as to present a continuum from simple to complex learning. Tasks included Paired Associates, Serial Learning, and Free Recall. Results indicated that low SES children outperformed the high SES group on simple, but not on complex, tasks although a continuum was not demonstrated. While partial confirmation of the Jensen hypothesis was offered by the results, further examination of the results suggested revision of the model and alternative directions for the classification and diagnosis of the retarded. (Author/WI)

ED 164 683 UD 018 937

Klein, M. Eshel, Y.

A Further Investigation of the Effects of Integration and Special Educational Intervention in the Early Primary Grades (1).

Spons Agency-Ford Foundation, New York, N.Y.; Hebrew Univ. of Jerusalem (Israel).
Pub Date- 78
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, *Classroom Integration, *Compensatory Education Programs, *Disadvantaged Youth, Economically Disadvantaged, *Integration Effects, Lower Class, Mathematics, Middle Class, Primary Education, Reading Achievement
Identifiers-*Israel

A longitudinal study reported in this document examines the effects of integration and the implementation of an open-classroom type program on first and second grade children from lower and middle class Israeli backgrounds. Data used to support the findings presented were obtained from the results of mathematics and reading achievement tests administered to both experimental and control groups at the end of two school years. Findings presented indicate that: (1) lower class children in settings that combine integration and classroom innovation achieved significantly better at both grade levels, as compared to their peers in integrated settings without changes in classroom procedures; (2) lower class children in homogeneous settings performed significantly below both of the latter groups; and (3) the performance of middle class children was essentially unaffected by integration. Implications for further research and policy are discussed and a list of references and tables showing statistical data gathered are included. (Author/EB)

ED 164 684 UD 018 940

Mack, Faite R-P.
Final Report. An Evaluation of the Title I Program Conducted at the Michigan Training Unit, Michigan Department of Corrections, Ionia, Michigan, 1977-1978.
Spons Agency-Michigan State Dept. of Corrections, Lansing.
Pub Date-78
Note-290p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Attitudes, *Adult Education, *Basic Skills, *Compensatory Education Programs, *Correctional Education, *Prisoners, Program Administration, Program Evaluation, Questionnaires, Secondary Education, Student Attitudes
Identifiers-*Elementary Secondary Education Title I, *Michigan
This is an evaluation of the Title I Program of the Michigan Training Unit, a program designed to provide compensatory education in basic skills for young adult male prisoners. The evaluation provides information to enable decision-makers to maximize the efficiency and effectiveness of the program and considers whether the program fulfilled requirements established by funding legislation. Information collected concerning student demography, achievement, self-concept, and attitudes is tabulated, as is an inventory of staff, administrator and teacher awareness of Federal guidelines and local Title I programs. Questionnaires used in gathering most of the data are reprinted along with the numerical compilations of responses. Recommendations are made concerning goal delineation, criterion-reference testing, social development of students, evaluation of the pre-high school component, creation of a system to educate staff about government guidelines for Title I programs, improvement of affirmative action efforts, and restructuring of the organizational system. (Wl)

ED 164 685 UD 018 941

Nelson, Helen E.

How State and Local Governments Regulate Economic Activities: A Consumer Briefing.

Wisconsin Univ., Milwaukee. Center for Consumer Affairs.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-79p.; Not available in hard copy due to reproduction quality of the original document
Available from-Materials Request Desk Office of Consumers' Education, Room 5624, ROB-3, U.S. Office of Education, Washington, D.C. 20202 (Single copies available free while supply lasts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Banking, Community Role, *Consumer Economics, *Consumer Protection, *Government Role, Insurance Companies, *Local Government, Marketing, *Political Power, Public Health, *State Government, State Legislation, Utilities

This paper depicts some of the ways State and local governments define, regulate, and police the communities and markets where consumers convert their income into a way of life. Explained are how regulatory processes are developed in State and local government, what the underlying concepts are, and some of the access points for fruitful citizen participation. Some of the topics discussed in terms of State and/or local government control and/or influence include real property sales, consumer credit laws, lending and debt collection agencies, public utilities, insurance, public health, occupational licensing, consumer rights, and consumer protection. Also included is a list of recommended reading. (Author/EB)

ED 164 686 UD 018 943

Cummings, Scott

White Ethnics, Racial Prejudice, and Labor Market Segmentation.

Pub Date- 78
Note-38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Blacks, Economic Climate, *Ethnic Groups, Immigrants, Labor Legislation, *Labor Market, *Labor Supply, Literature Reviews, Manpower Utilization, *Race Relations, *Racial Discrimination, Social Science Research
Identifiers-*White Ethnics

The contemporary conflict between blacks and selected white ethnic groups (Catholic immigrants, Jews) is the product of competition for jobs in the secondary labor market. Radical economists have described the existence of a dual labor market within the American economy. The idea of this segmented labor market provides a useful way to integrate the conceptual arguments embodied in existing structural explanations of ethnic conflict. Under the hypothesis that the most intolerant ethnic groups are those employed in those labor markets in which blacks are also in search of employment opportunities, data from a 15 city survey of white ethnic groups (conducted in the late 1960s by Campbell and Schuman) were examined in light of four variables: (1) family income; (2) industrial sector; (3) occupation; and (4) relative presence of blacks within different industrial sectors and occupational categories. Results of the analysis suggest that high racial intolerance is strongly associated with a group's relationship to the economy, as well as with the larger socio-historical factors connected with industrialization and time of immigration. Additionally, political conflict over immigration legislation, exclusion acts, and contract labor laws was related to the same labor market practices which produced ethnic antagonism. It appears that while members of particular working and middle class ethnic groups are busy protecting their own interests, the crucial factor generating competition in the labor market, a tenuous and unstable economy, is never clearly identified or addressed. (Author/WI)

ED 164 687 UD 018 944

Hirschman, Charles

Theories and Models of Ethnic Inequality.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Sep 78
Grant-MH-30663-1
Note-27p.; Paper presented at the Annual Meetings of the American Sociological Association (San Francisco, California, September, 1978); Figure 1 may not reproduce well due to print size
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Comparative Analysis, *Ethnic Relations, Ethnic Status, Minority Groups, *Models, *Research Methodology, *Research Reviews (Publications), *Social Stratification, Socioeconomic Status, *Theories, Trend Analysis

Theories of racial and ethnic relations have been plentiful, but the empirical testing of hypotheses has not led to a cumulative growth of knowledge. As yet, no strong paradigm of research has emerged. The growth of empirical studies of racial/ethnic inequality in the United States over the last decade suggests that formal models of the process of stratification may be a significant turning point in the development of the field. Not only do such models offer a rigorous statistical method of analysis, but a cumulative research tradition seems to be developing. The expansion of models to include social origins and the temporal ordering of the socioeconomic career required specification and interpretation of how ethnic inequality is generated and transmitted across and within generations. The two major frontiers of research on ethnic stratification within cumulative research strategy are trend and comparative analysis. Trend analysis speaks to the question of whether there is a growing convergence in ethnic stratification, while comparative analysis specifies certain attributes of the social structure of geographical areas which may affect the levels and processes of ethnic stratification. (Author/WI)

ED 164 688 UD 018 945

Carmack, Norma J.
Information Sources for Research in Urbanology: A Basic Bibliography.
Trinity Univ., San Antonio, Tex.
Pub Date-78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Annotated Bibliographies, *Reference Materials, *Resource Materials, *University Libraries, *Urban Studies
Identifiers-*Trinity University TX
This annotated bibliography lists basic reference sources in the Urban Studies field contained in the library of Trinity University. Materials are divided into seven categories: (1) indexes and abstracts; (2) bibliographies; (3) dissertations and theses; (4) atlases, encyclopedias, and dictionaries; (5) directories, handbooks, and guides; (6) statistics; (7) sources of Congressional and legislative information. A list of important periodicals in the Urban Studies field is also included. (Author/WI)

ED 164 689 UD 018 950

del Valle, Manuel And Others
Law and Bilingual Education: A Manual for the Community.
Pub Date-78
Note-182p.; Pages 130-59, 163-66, and 195-206, copyrighted material (appendices), have been deleted; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 018 952 ; Manual prepared by the National Puerto Rican Task Force on Educational Policy
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Role, Biculturalism, *Bilingual Education, Community Involvement, *Compensatory Education Programs, Court Cases, *Court Litigation, *Educational Legislation, Equal Education, Lawyers, *Puerto Ricans, School Integration, Teacher Role
This manual was written in order to help community workers become more familiar with the litigation process as it affects bilingual education programs. Detailed descriptions of the participants in civil rights litigation, including bilingual-bicultural lawsuits, are provided. The roles that class members, clients, attorneys and educators play in the litigation process are clarified. A case study is used to exemplify the process explained. Each step, from the initial complaint through "El Vacio" (the void or extent of time that litigation goes on with no definite action taken), to the presentation of proposed remedial programs or action for resolving the complaint and attorneys' fees, is described. The negative and positive impacts that desegregation has on bilingual-bicultural education programs, particularly as they affect the Puerto Rican community, are discussed. Appendices provide information on various aspects of civil rights litigation, including problems of implementing bilingual-bicultural programs in desegregating school districts. (Author/EB)

ED 164 690 UD 018 952

Toward a Language Policy for Puerto Ricans in the United States: An Agenda for a Community in Movement.

Spons Agency-City Univ. of New York, N.Y. Centro de Estudios Pertorriquenos.; Ford Foundation, New York, N.Y.
Pub Date-77
Note-112p.; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 018 950.; Document prepared by the National Puerto Rican Task Force on Educational Policy
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bilingual Education, *Bilingualism, Community Influence, *Community Role, Court Cases, Educational Improvement, Educational Legislation, *Educational Policy, Elementary Secondary Education, *Language Instruction, Political Issues, *Puerto Ricans, Social Factors, Spanish

This document asserts that historical, legal, demographic, and other forces indicate that language issues will be a primary focus of future policy contention. Economic formations, demographic movements, class assignments, and political organizations are described as they shape the relationship between language, education, and community identity. This relationship is used in examining the role bilingualism plays in education and in community identity. Also examined are legislative decisions affecting bilingualism and the potential of politics and society in securing the future of bilingual education. Federal, State and local level activities which could act to bring about educational approaches reflecting the Puerto Rican community's needs and values are suggested. Utilization of the potential strengths, present capacities, and untapped resources of the Puerto Rican community in achieving the desired language goals is called for. A Puerto Rican Education and Language Research Institute is proposed for furthering language planning and community development around language and education concerns. In addition, strategies for developing an adequate data base on the Puerto Rican school situation in the United States are suggested. Appendices include a brief history of and list of participants in the National Puerto Rican Task Force on Educational Policy, a description of Public Law 94-311, suggested for updating 1970 census figures for local Puerto Rican populations, and an educational profiles study questionnaire prepared by Aspira of America. (Author/EB)

ED 164 691 UD 018 953

Flores, Juan
The Insular Vision: Pedreira's Interpretation of Puerto Rican Culture. Centro Working Papers.
City Univ. of New York, N.Y. Centro de Estudios Pertorriguenos.
Pub Date-Jan 78
Note-109p.; Best copy available
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Cultural Background, *Cultural Factors, *Ethnicity, *Literature Reviews, *Puerto Rican Culture, *Puerto Ricans, *Social History, Spanish Culture
Identifiers-Ortega y Gasset (Jose), *Pedreira (Antonio S)
In an attempt to assess and provide an understanding of many aspects of Puerto Rican culture in the United States and in Puerto Rico, this document contains a detailed critical treatment of Antonio S. Pedreira's Insularismo: Ensayos de interpretacion puertorriquena.'' Described as being the single most influential study of Puerto Rican culture since its publication in 1934, Insularismo'' is both lauded and criticized for its views on Puerto Rican national identity and its analysis of Puerto Rican history. Examples are cited to illustrate Pedreira's disdain for the popular, indigenous roots of Puerto Rican culture. The book's structure is briefly analyzed to show Pedreira's lack of scientific thinking about man and society. Its tone is described as an echo of the Arielist'' movement that swept the Spanish speaking intellectual world in the early 20th century which was elitist, individualistic, and rhetorical. References are made to other scholars and writings for comparative purposes and specifically to the influence that Ortego y Gasset, Spengler and prevailing trends of Latin American cultural theory had on Pedreira's writing. (EB)

ED 164 692 UD 018 954

Campos, Ricardo Flores, Juan
National Culture and Migration: Perspectives from the Puerto Rican Working Class. Centro Working Papers No. 1.
City Univ. of New York, N.Y. Centro de Estudios Pertorriguenos.
Pub Date-78
Note-61p.
Language-English; Spanish
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Colonialism, *Migration, Nationalism, *Political Attitudes, *Puerto Rican Culture, *Puerto Ricans, Self Concept, Social Class, Social Differences, *Social History
Identifiers-*Puerto Rico
In this paper Puerto Rico's history as one of colonial oppression and a struggle for national self-definition is described. The divergent conceptions of patriotism, national liberation, and human freedom as voiced by leaders of the national elite and of the Puerto Rican working class are discussed in terms of traditional themes in the culture. Attention is then turned to the related opposition of these two classes' understanding of migration and its impact on national cohesion and identity. Finally, the cultural expression of Puerto Ricans in the United States is interpreted and contrasted with official policies and institutions developed under the Commonwealth to explain and orient the emigrant community. It is concluded that today's Puerto Rican workers, who are grappling to lend contours to a collective identity that has been battered and twisted by colonialism,'' have many lessons to learn from their working class forebears in the United States and Puerto Rico. (Author/WI)

ED 164 693 UD 018 958

NIMH Project: Training for New Careers in Psychology. Fourth Year Evaluation, September 1975-August 1976.

California State Univ., Sacramento. Dept. of Psychology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 78
Grant-MH-12900-04
Note-341p.
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Career Education, *College Programs, Higher Education, Minority Groups, *Program Administration, *Program Content, *Psychology

This document presents an overview of the administration, procedures, progress, expansion, and the effectiveness of the project "Training for New Careers in Psychology." Extensive appendices include: course description and schedule; staff resumes and letters of resignation; writings skills questionnaire; course evaluation; evaluation of fieldwork coordinator/supervisor position; report of performance; guidelines for report writing; trainee evaluation forms; application and financial statement forms; student progress report form; program requirements for stipend and non-stipend contracts; fieldwork supervisor's functions and evaluations; ethnic composition of trainees 1975-76; students who left without fulfilling all of the program's requirements and receiving a B.A. degree; summer placements, 1976; trainees' final fieldwork evaluations; graduates of program, 1976; letters of appointment and confirmation regarding the 1976-77 acting director; in-service project workshop; new agencies' job descriptions and letters of commitment; the dynamics of life workshop-course description; ethnic background of project trainees, 1976-77. (Author/EB)

ED 164 694 UD 018 969

Options in Education Transcript: Program No. 138: Beyond Bakke.''
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Pub Date- 78
Note-23p.; Not available in hard copy due to print size of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Attitudes, *Admission Criteria, *Affirmative Action, *Black Attitudes, Court Cases, Higher Education, *Interviews, *Student Attitudes
Identifiers-*Bakke Case

In this transcript of a radio program about the Bakke case, a news team covers the following topics: (1) Vernon Jordan's admonitions to use restraint in assessing the implications of Bakke; (2) blacks' suspicions about affirmative action; (3) Robert McKay's thoughts on the meaning of Bakke; (4) McGeorge Bundy's thoughts on the Harvard Admissions Program; (5) Ray Yasser on a possible reversal of affirmative action; (6) Michael McKristol on admissions policy at Marquette University Law School; (7) the impact of the Bakke decision at Davis Medical School; (8) the expanding pool of qualified minority students; (9) Sylvia Galloway on fashioning admissions policies and on the status of affirmative action; (1) George Hanford on considerations in structuring admissions procedures; and (11) student assessment of the personal impact of the Bakke decision. (Author/WI)

ED 164 695 UD 018 970

Lezotte, Lawrence W. Passalacqua, Joseph

Individual School Buildings Do Account for Differences in Measured Pupil Performance. Occasional Paper No. 6.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.
Pub Date-Jul 78
Contract-400-76-0073
Note-18p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, East Lansing, Michigan 48824 ($1.25)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Educational Research, Elementary Education, *Elementary Schools, Institutional Characteristics, *Performance Factors, *School Environment, Social Factors, Social Systems, Socioeconomic Status, *Urban Schools
Identifiers-Michigan (Detroit)

In this study it is found that individual school buildings (the complex human social systems found in schools, not the buildings themselves) do affect student performance and achievement. A grade equivalent achievement test (total reading and total math score only) was used to measure achievement of 2,500 Detroit elementary school children in the 1972-1973 school year. Through the use of a multiple regression model, it was found that: (1) previous achievement is significantly predictive of current achievement; (2) knowledge of school attended accounts for about 22% of the variance in reading and 21% of the variance in math test scores; (3) schools are not simple proxy variables for the socioeconomic background of students they serve; and (4) the amount of variance accounted for in reading and math achievement is significantly increased when knowledge of individual school attended is included with prior measures of achievement. Four tables substantiate the findings. It is suggested that educational policy makers take into account research which demonstrates the importance of individual school characteristics, such as positive staff attitudes, strong administrative leadership and instructional strategies which have been proven effective in urban schools with populations of low socioeconomic status. (WI)

ED 164 696 UD 018 971

Moore, Kristin A. And Others
The Consequences of Age at First Childbirth: Educational Attainment. Working Paper: 1146-01.
Urban Inst., Washington, D.C.
Spons Agency-National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date-Aug 78
Contract-NO1-HD-62829
Note-105p.; For related documents, see ED 149 002, and UD 018 972-977; Several Figures and Tables may not reproduce well due to print size
Available from-The Urban Institute, Program of Research on Women and Family Policy, 2100 M Street, N.W., Washington, D.C. 20037 ($3.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Academic Achievement, Age, *Birth, Black Mothers, *Dropout Rate, *Educational Opportunities, Family Background, Females, Heads of Households, Illegitimate Births, Longitudinal Studies, Marital Status, *Mothers, One Parent Family, Socioeconomic Influences, Young Adults
Identifiers-Michigan Panel Study of Income Dynamics, National Longitudinal Survey of Young Women

The primary purpose of the research presented in this paper is to develop a more complete model of educational attainment. Age at first birth is examined by multiple regression, along with other independent variables that have been found to affect educational attainment, including age at marriage. The second purpose of this paper is to address the question of causality between early childbearing and termination of education. Social, demographic, and motivational factors that affect school attainment are examined. Some of these factors include family background, region of residence, inequalities in opportunities and final between blacks and whites, aptitude or ability, and encouragement from parents between black and whites, aptitude or ability, and encouragement from parents teachers and/or peers. Data used in this report are from the Michigan Panel Study of Income Dynamics and the National Longitudinal Survey of Young Women. Findings presented indicate that an early birth affects the amount of schooling a young woman is able to complete, particularly among whites, even when family background and motivation are controlled for. Early marriage is also cited as having a strong negative effect on schooling. The general conclusion proposed in this report is that an early first birth results in a life-long loss of schooling. (Author/EB)

ED 164 697 UD 018 972

Moore, Kristin A. Hofferth, Sandra L.
The Consequences of Age at First Childbirth: Family Size. Working Paper: 1146-02.
Urban Inst., Washington, D.C.
Spons Agency-National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date-Jul 78
Contract-NO1-HD-62829
Note-48p.; For related documents, see ED 149 002, UD 018 971-977; Figure 1 and several Tables may not reproduce well due to print size
Available from-The Urban Institute, Program of Research on Women and Family Policy, 2100 M Street, N.W., Washington, D.C. 20037 ($3.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Age, *Birth Rate, Educational Background, Employment Experience, *Family (Sociological Unit), Family Background, Family Resources, *Females, Longitudinal Studies, Marital Status, *Mothers, Racial Factors, Socioeconomic Influences, Young Adults
Identifiers-Michigan Panel Study of Income Dynamics, National Longitudinal Survey of Young Women
Examined in this document is the effect the age at which a young woman has her first birth has on her later childbearing. Data from the Michigan Panel Study of Income Dynamics and the National Longitudinal Survey of Young Women are used in conjunction with a review of related literature in examining such factors as fertility, premarital pregnancy, religious background, educational achievement, family background, labor force status, race, birth cohort, age, and social class, and their roles in affecting subsequent family size. Findings presented indicate that the initiation of parenthood during the teen years seems to be associated with considerably larger families later in life. In addition, it is pointed out that given the high cost of rearing children to adulthood, teenage mothers face heavy economic demands over a long period of time, potentially contributing to poverty and/or welfare recipiency. (Author/EB)

ED 164 698 UD 018 973

Moore, Kristin A. And Others

The Consequences of Age at First Childbirth: Marriage, Separation and Divorce. Working Paper: 1146-03.

Urban Inst., Washington, D.C.
Spons Agency-National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date-Jul 78
Contract-NO1-HD-62829
Note-85p.; For related documents, see ED 149 002, UD 018 971-977; Several Tables may not reproduce well due to print size
Available from-The Urban Institute, Program of Research on Women and Family Problems, 2100 M Street, N.W., Washington, D.C. 20037 ($3.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Age, *Birth, Blacks, *Divorce, Educational Background, Employment Experience, Family (Sociological Unit), Females, *Marital Status, Racial Factors, Socioeconomic Influences, *Teenagers, Young Adults
Identifiers-Michigan Panel Study of Income Dynamics, National Longitudinal Survey of Young Women

Examined in this document are the prevalence of early marriage and childbearing, and the relationship of early marriage and childbearing to divorce and separation. The report focuses on three hypotheses: (1) that marriage between young, unprepared teenagers ends more frequently in divorce regardless of the presence or absence of a child; (2) that early marriage and childbearing are only associated with divorce in the case of premarital pregnancies; and (3) teenage marriage alone, without the extra financial, emotional, and physical drains of parenthood, is viable, but that the particular burden of parenthood makes these marrriages fragile. Reviews of related literature and data from the Michigan Panel Study of Income Dynamics and the National Longitudinal Survey of Young Women are used in exploring these hypotheses. Factors considered include race, social and economic background, educational and work experience, and family income. Findings presented indicate that the marriage of women who first wed during the teenage years are less viable than those of older brides. In addition, it is pointed out that although the analysis conducted does not indicate that teenage childbearing increases the risk of marital dissolution in later life, it is not totally unrelated. (Author/EB)

ED 164 699 UD 018 974

Hofferth, Sandra L. And Others

The Consequences of Age at First Childbirth: Labor Force Participation and Earnings. Working Paper: 1146-04.

Urban Inst., Washington, D.C.
Spons Agency-National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date-Aug 78
Contract-NOI-HD-62829
Note-131p.; For related documents, see ED 149 002, UD 018 971-977; Several Tables may not reproduce well due to print size
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Age, *Birth, Educational Experience, *Employment Experience, Employment Opportunities, *Income, Labor Force, Marital Status, Socioeconomic Status, *Working Women, Young Adults
Identifiers-Michigan Panel Study of Income Dynamics, National Longitudinal Survey of Young Women

The primary focus of this paper is on the impact an early birth has on later labor force participation and earnings of women. Variables affecting the participation of women in a given year and factors affecting the total work experience are discussed in detail. These include: hours worked, annual earnings, hourly wages, occupational status, race, geographical region in which the woman grew up, her educational attainment, the number and ages of her children, her own age, family income, marital status, school enrollment, residential changes, and physical limitations. Other factors discussed are environmental: the local labor market, residence in an urban area or a Southern state, in an area characterized by high or low unemployment, and in an area of good or poor employment opportunities for white and black women. Two longitudinal data sets, the National Longitudinal Survey of Young Women and the Michigan Panel Study of Income Dynamics, are used in the analysis. It is concluded that an early first birth does not directly affect a woman's participation in the labor force nor does it affect the occupational status, hours of work, hourly wages, or annual earnings of working women. (Author/EB)

ED 164 700 UD 018 975

Moore, Kristin A. Hofferth, Sandra L.
The Consequences of Age at First Childbirth: Female Headed Families and Welfare Recipiency. Working Paper: 1146-05.
Urban Inst., Washington, D.C.
Spons Agency-National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date-Aug 78
Contract-NO1-HD-62829
Note-87p.; For related documents, see ED 149 002, UD 018 971-977; Not available in hard copy due to reproduction quality of the original document
Available from-The Urban Institute, Program of Research on Women and Family Policy, 2100 M Street, N.W., Washington, D.C. 20037
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Age, *Birth, Educational Experience, Employment Experience, *Females, *Heads of Households, Longitudinal Studies, *Mothers, One Parent Family, Racial Factors, Regional Characteristics, Socioeconomic Influences, *Welfare Recipients
Identifiers-Michigan Panel Study of Income Dynamics, National Longitudinal Survey of Young Women

The basic hypothesis explored in this report is that a young age at birth of a first child is directly associated with becoming a female family head and/or welfare recipient. To determine the validity of this hypothesis, the effect of premarital birth, a young age at first marriage, educational attainment, and family size are explored. Data from two surveys, the National Longitudinal Survey of Young Women and the Michigan Panel Study of Income Dynamics, are used in the exploration of these variables. Findings presented indicate that early childbearing is not directly related to subsequent welfare dependency. However, it is argued that teenage birth can increase the probability of welfare receipt indirectly in a number of ways. Some of the reasons given include such factors as larger family size, disrupted schooling, lowered learning ability, and lack of support programs. Other relevant variables are race and regional characteristics. (EB)

ED 164 701 UD 018 976

Hofferth, Sandra L. Moore, Kristin A.
The Consequences of Age at First Childbirth: Causal Models. Working Paper: 1148-08.
Urban Inst., Washington, D.C.
Spons Agency-National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date-Aug 78
Contract-NOI-HD-62829
Note-73p.; Several Tables and Figures may not reproduce well due to print size; For related documents see ED 149 002, UD 018 971-977
Available from-The Urban Institute, Program of Research on Women and Family Policy, 2100 M Street, N.W., Washington, D.C. 20037 ($3.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, *Age, *Birth, *Economic Status, Employment Experience, Family Background, *Females, Longitudinal Studies, Marital Status, *Mothers, Racial Factors, Social Factors, Socioeconomic Influences, *Socioeconomic Status, Young Adults
Identifiers-Michigan Panel Study of Income Dynamics, National Longitudinal Survey of Young Women

Examined in this document are the different ways in which the age a woman has her first child might affect her later well-being. Specific questions addressed include: (1) How do teenage mothers compare later in life with young women who postpone their first birth to their early twenties? and (2) If they are less well off, what explanation can researchers provide as to the process? Data from two surveys, the National Longitudinal Survey of Young Women and the Michigan Panel Study of Income Dynamics, are used in the analysis. Of the variables available in the two data sets, this study examines race, age, parental socioeconomic status, number of siblings, whether the oldest child, urban or farm background, a foreign-born parent, southern background, religious affiliation (Catholic), and whether or not the respondent grew up with both natural parents, as possible determinants of both age at first birth and age at first marriage. Other factors considered include income, education, and labor force experience. Findings presented indicate that the age at which a woman bears her first child can contribute or detract from her well-being at a much later stage, but that this process does not have to be inevitable. (Author/EB)

ED 164 702 UD 018 977

Moore, Kristin A. Hofferth, Sandra L.
The Consequences of Age at First Childbirth: Final Research Summary.
Working Paper: 1146-07.
Urban Inst., Washington, D.C.
Spons Agency-National Home Study Council, Washington, D.C. Accrediting Commission.
Pub Date-Aug 78
Contract-NOI-HD-62829
Note-47p.; For related documents, see ED 149 002 and UD 018 971-976; Figure 1, page 29, may not reproduce well due to print size
Available from-The Urban Institute, Publications Department, 2100 M Street, N.W., Washington, D.C. 20037 ($3.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Age, *Birth, Blacks, Divorce, Educational Experience, Employment Experience, *Family (Sociological Unit), *Females, Longitudinal Studies, *Marital Status, Racial Factors, Social Factors, *Socioeconomic Status, Welfare Recipients
This document summarizes the findings of a research report which focuses on the consequences of early childbearing on the later life of the mother. Education, family size, marriage and marriage stability, labor force participation and earnings, welfare receipt, and poverty are all considered. Each of these outcomes is described separately. In addition, the interrelationships between these outcomes are put into the perspective of causal models. These models explore the indirect as well as the direct effects of a woman's age at first childbirth on her later well-being. The reader is referred to a series of related papers which contain research methodologies, statistical tables, variable definitions, and relevant research literature that focus on the particular outcomes of this research in greater detail. (Author/EB)

ED 164 703 UD 018 993

Schmidt, Velma E. McNeill, Earldene
Cultural Awareness: A Resource Bibliography.
National Association for the Education of Young Children, Washington, D.C.
Pub Date-78
Note-122p.
Available from-National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 ($4.75)

Document Not Available from EDRS.

Descriptors-American Indians, *Annotated Bibliographies, Asian Americans, Blacks, Childrens Books, *Cultural Awareness, Elementary Secondary Education, *Ethnic Groups, *Multicultural Education, *Resource Guides, *Resource Materials, Sex Fairness, Spanish Speaking

This annotated bibliography cites books for children and resource materials such as books and articles, bibliographies, catalogs, and periodicals for adults which deal with various aspects of different cultures. Posters, pictures, records, films, filmstrips, slides, dolls, and museums which pertain to particular cultures are also listed. Separate sections focus on Asian Americans, Black Americans, Native Americans, Spanish-speaking Americans, and multicultural resources. Also included are suggestions for analyzing children's books for racism and sexism, and a resource directory. (EB)

ED 164 704 UD 018 996

Johnson, Mark

Legitimatizing Violence: Audience Judgments of Television Situations.

Pub Date- 78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, *Aggression, *Behavior Change, *Behavior Problems, Cognitive Processes, Environmental Influences, Individual Characteristics, *Television, Television Viewing, *Violence

This document examines some of the factors involved in individual judgments of television portrayed violent behaviors in an attempt to determine how and why people attach aggressive labels to behaviors and to assess the impact of such decisions. A review of related literature is provided to point out the lack of substantial attention in such research to this area. This report then describes a study of forty adolescents undertaken to test two hypotheses: (1) there is a positive relationship between indices of viewers' aggressive behavior and aggressive character and program preferences, and (2) there is a positive relationship between indices of viewers' aggressive behavior and the frequency with which individuals will approve of televised aggression. Data from the study indicate that the first hypothesis was not supported whereas the second hypothesis was strongly supported. Total aggression score, group membership, sex, and approval of specific situations where television characters used violence were used as the predicting variables. Based upon these findings, it is argued that a new definition of television impact is required and that it must be the basis for understanding the complex interactional and cognitive processes stimulated by television viewing and, in particular, televised violence. (Author/EB)

ED 164 705 UD 018 997

The Comprehensive Urban Youth Advocacy Program Proposal.
Dallas County Juvenile Dept., Tex.; Dallas Independent School District, Tex.; North Texas State Univ., Denton.
Pub Date-Mar 78
Note-123p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Advocacy, Community Cooperation, *Delinquent Rehabilitation, *Educational Programs, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Program Descriptions, *Remedial Programs, Staff Improvement, *Urban Youth, *Youth Programs
Identifiers-*Texas (Dallas)

This document describes a program designed to strengthen the educational opportunities of juvenile delinquents and/or youth offenders in the Dallas Independent School District (DISD) and the Dallas County Juvenile Department Detention Center. The project's goals, expected outcomes and activities are outlined. Major project components outlined include: (1) staff development programs, (2) community based programs, (3) interagency-interaction model, (4) exceptional child component, (5) multicultural component, (6) teacher intern component, (7) leadership training program, (8) adoption and institutionalization, (9) graduate credit for training activities, and (10) the Teacher Corps Project Center. Major processes described include aspects of the organizational structure, the recruitment, selection and organization of the Teacher Corp Team, and plans of action for the instructional program. Also presented are proposed strategies for the management, evaluation, dissemination, and institutional adoption of such a program. A list of references is provided. (Author/EB)

ED 164 706 UD 018 998

Idea Exchange: Innovative Programs in Cook County Suburban Public Schools.

Educational Service Region of Cook County, Chicago, Ill.
Pub Date-78
Note-18p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Driver Education, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Health Programs, *Parent School Relationship, Parent Workshops, *School Community Cooperation, School Community Relationship, *Suburban Schools
Identifiers-*Illinois (Cook County)

Presented in this booklet are brief descriptions of programs and strategies designed and/or implemented to improve the quality of education in the suburban schools of Cook County (Chicago), Illinois. Some of the topics discussed include: (1) parent workshops; (2) driver education for the blind; (3) the C.E.T.A. Mature Job Opportunities Program (for people over the age of 40); (4) parent hotlines to help parents keep tabs on their children's homework assignments; (5) the Niles Family Service's school/community outreach program; (6) Glenview School's Primary Health Project implemented for the early detection and prevention of school adjustment problems; (7) a business management program; and (8) various reading programs. (EB)

ED 164 707 UD 019 003

Grove, Cornelius Lee

The Annotated Bibliography on Cross-Cultural Problems in Education. Volume I: Fugitive Literature. ERIC/CUE Urban Diversity Series, Number 55.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-77-0071
Note-41p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Annotated Bibliographies, *Cross Cultural Training, *Cultural Differences, *Cultural Education, *Cultural Factors, Human Relations

The general purpose of this bibliography is to cite a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background, and to particularly focus on the literature relating non-linguistic cross-cultural differences to formal education. In this volume, recent fugitive literature, such as conference papers, research reports, speeches, term papers, and dissertations are cited and briefly annotated. All works cited can be obtained for reading through ERIC (Educational Resources Information Center) microfiche, and ERIC document (ED) reference numbers are included in the citations. Literature concerning non-verbal communication, sociocultural behavior patterns, cognitive styles, acculturation, biculturalism, the influence of culture on everyday life, and ways of teaching the concept of culture are included. (Author/EB)

ED 164 708 UD 019 004

Ideas for Urban/Rural Gifted/Talented: Case Histories and Program Plans.
National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-97p.; For related documents, see ED 129 037, ED 131 619, and UD 019 005
Available from-Ventura County Superintendent of Schools, 535 East Main Street, Ventura, California 93009 ($5.25)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Case Studies (Education), Educational Needs, Educational Problems, Educational Strategies, Elementary Secondary Education, *Exceptional Child Education, *Gifted, Individualized Instruction, Minority Group Children, Rural Education, *Rural Youth, *Special Programs, *Talented Students, *Urban Youth

This document includes articles on programs for the gifted in urban and rural areas. Jean Blanning writes a personalized case-oriented record of an independent studies program offered in an urban high school (in New Haven, Connecticut) serving large numbers of minority children. This section gives testimony to the effectiveness of dedicated teachers working one-to-one or in intimate groups, and includes student work. The items on rural education outline special programs in education of rural gifted, modes of education, and techniques for dispersal of opportunity, and describe a successful rural cooperative. Martin J. Burnbaum discusses the special needs and educational problems of the rural gifted. Paul Plowman proposes various strategies for meeting the needs of rural gifted and talented youth. Gil Caudill examines the steps taken in implementing gifted programs in Kansas. A list of books available on the subject of gifted children is also provided. (Author/EB)

ED 164 709 UD 019 005

Rivlin, Harry N. And Others
Advantage: Disadvantaged Gifted. Presentations from the Third National Conference on Disadvantaged Gifted.
National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-94p.; For related documents, see ED 129 037, ED 131 619, and UD 019 004
Available from-Ventura County Superintendent of Schools, 535 East Main Street, Ventura, California 93003 ($6.00)
Document Not Available from EDRS.
Descriptors-Career Education, Cognitive Style, *Cultural Differences, Cultural Pluralism, *Disadvantaged Youth, *Educational Needs, Educational Strategies, Elementary Secondary Education, Ethnicity, *Exceptional Child Education, Females, *Gifted, *Minority Group Children, Racial Discrimination, Sex Discrimination

The presentations in this volume deal with various aspects of education for the gifted disadvantaged. Maija Blaubergs describes disadvantages experienced by gifted and talented girls in obtaining access to opportunities for achievement congruent with their potentialities. Some of the topics examined are sexist barriers, marriage, institutional and societal support, and motivation and self-concept. A paper by Moshe Smilansky and David Nevo presents a longitudinal study of gifted disadvantaged youth in Israel, and suggests the possibility of experimental programs for gifted disadvantaged young people and the importance of evaluating such programs through longitudinal studies. Harry N. Rivlin points out the roles ethnicity and cultural pluralism play in approaches to educating the gifted disadvantaged. Ed Dodson and Bruce Mitchell present a model that involves the participation of gifted and minority students in planning their educational planning. Lynn H. Fox discusses the role effective career education programs can play in helping girls overcome sociocultural pressures which often prevent them from seeking careers in science and mathematics. Mary M. Frasier examines the educational implications of different cognitive factors in culturally different children. Culturally different children and social barriers which restrict them is the subject of Severo Gomez's presentation. A poem by Soon-Teck Oh describes the feelings and experiences of Japanese Americans during World War II. References and resource lists are provided for most of the presentations. (EB)

ED 164 710 UD 019 006

Linsenmeier, Joan, A. W. Wortman, Paul M.
Research Review of Equal Education. The Riverside School Study of Desegregation: A Re-Examination.
Northwestern Univ., Evanston, Ill. Center for Equal Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-41p.
Journal Cit-Research Review of Equal Education; v2 n2 Spr 1978
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Case Studies (Education), Elementary Secondary Education, *Integration Effects, Minority Group Children, Research Methodology, *Research Reviews (Publications), *Research Utilization, *School Integration
Identifiers-*California (Riverside)
In this issue, a study of school desegregation in Riverside, California is re-examined in terms of its contribution to an understanding of the relationship between desegregation and the academic achievement of minority children. General comments about the Riverside study as a whole are followed by descriptions of the models and assumptions tested in the study and the conclusions reached regarding each model tested. Methodology employed in the study is evaluated in an attempt to determine the degree of confidence that should be placed in the findings and what conclusions may be legitimately drawn from the results of the study. It is concluded that the Riverside study illustrates the fact that school desegregation is not a failure, but that ameliorative programs necessary to make it work have not been specified as yet. (EB)

ED 164 711 UD 019 007

Friedman, Helen And Others

Research Review of Equal Education. A Second Report on Israeli Education.

Northwestern Univ., Evanston, Ill. Center for Equal Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-35p.; For a related document, see ED 156 771
Journal Cit-Research Review of Equal Education; v2 n3 Sum 1978
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Policy, Elementary Secondary Education, *Equal Education, *Jews, *Minority Group Children, Racial Discrimination, *School Integration, *Socioeconomic Influences
Identifiers-*Israel

This document attempts to illustrate the inequality of education in Israel through the following: (1) an account of interviews with Israeli scholars, educators, and activists, and (2) a description of selective events in Israel that occurred between March and July, 1978. Some of the topics discussed in the interviews include integration in Israeli schools, educational backgrounds of Afro-Asian Jewish minorities in Israel, discrimination against Jewish minorities in Israel, and problems involved in the integration of Israeli schools. Some of the events described include actions taken to deal with rising inflation, housing problems, dental problems, problems confronting Oriental Jews, and educational reform. (EB)

ED 164 712 UD 019 008

Batson, Ruth M. Peters, Lyda S.

School Desegregation: The Role of the Community Mental Health Center. A Report on the Conference.

Pub Date-77

Note-65p.; Pages 60-63 may not reproduce well due to reproduction quality of the original document; Conference report (Boston, Massachusetts, November 7-10, 1976); For a related document, see ED 152 869

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Community Role, *Community Services, Conference Reports, Crisis Therapy, Guidance Objectives, *Mental Health, *Mental Health Programs, Political Attitudes, Program Attitudes, *School Community Relationship, *School Integration

Identifiers-Massachusetts (Boston)

Issues discussed in this conference report include: (1) desegregation as a mental health issue; (2) the responsibility of community mental health centers (CMHCs) for improving the quality of people's lives; (3) community role in crisis intervention; (4) the political responsibilities of CMHCs; (5) the role of the Solomon Carter Fuller CMHC in busing and the Boston school crisis; (6) community needs and CMHC intervention; (7) the legal state of school desegregation; (8) the history of civil rights and school desegregation; (9) the history of CMHCs; (10) the effect of racism, professionalism, and elitism on the mental health delivery system; (11) models of intervention of CMHCs in crisis situations; (12) the relationship of school departments to CMHCs; (13) the role of new careerists, paraprofessionals, and community mental health workers in school desegregation and crisis intervention; (14) the role of media in school desegregation; and (15) perspectives for the future of CMHCs. (WI)

ED 164 713 UD 019 009

Gardner, Booker
The Implementation of IGE In Large Urban Systems: Four Case Studies. Technical Report No. 408.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-NE-C-00-3-0065
Note-38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Case Studies (Education), Community Involvement, Educational Strategies, Elementary Secondary Education, Financial Support, *Individualized Instruction, Parent Participation, *Program Descriptions, *Program Development, Program Effectiveness, School Support, Teacher Participation, *Urban Schools
Identifiers-California (Los Angeles), District of Columbia, Illinois (Chicago), *Individually Guided Education, New York (New York)
These four case studies document the Research and Development Center's involvement in the implementation of Individually Guided Education (IGE) in the Chicago, Los Angeles, New York, and the District of Columbia school systems. Attention is focused on the results of the Center's efforts to ascertain the strategies and conditions required for implementing IGE in large urban systems and inner-city schools. Each case study describes initial contacts with the Center, internal conditions in the schools, internal conditions in the districts, and conditions in other educational agencies. The major factors that appear to influence the growth and development of IGE in large urban areas are summarized. These include: (1) availability of fiscal and personnel resources and financial stability of the school system; (2) the system's commitment and support; (3) stability and tenure of staff; (4) support of teacher organizations as well as parent/community groups; and (5) the cooperation of teacher education institutions. (Author/EB)

ED 164 714 UD 019 010

Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia. Final Evaluation Report, 1976-77.

NTS Research Corp., Durham, N.C.
Spons Agency-District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-78
Contract-NS-0334-AA-NS-0-7-GA
Note-174p.; For related documents, see ED 111 913, ED 121 922, and ED 141 452 ; Parts may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Academic Achievement, *Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, Language Skills, Mathematics, Private Schools, *Program Descriptions, *Program Effectiveness, Public Schools, Reading Improvement, Self Concept, Special Education, Student Characteristics
Identifiers-*District of Columbia, *Elementary Secondary Education Act Title I

The primary foci of this evaluation are the achievement gains of Title I students in reading and mathematics, the differences in the educational experiences of Title I and non-Title I students, the ways in which these differences may influence improvement in reading and mathematics, and the interaction between student characteristics and the differential effects of the Title I program. In addition to an executive summary, implications and recommendations, a program description, and an evaluation design summary, chapters on the following topics are included in this report: (1) teacher profile of the Title I child; (2) student reading and mathematics achievement; (3) self-concept; (4) Piagetian Conservation Assessment; (5) instructional process analysis; (6) special education; (7) private schools; (8) impact of individual and group variables on student achievement; (9) special programs; and (10) language assessment. Appended are a Language Assessment Battery, normal curve equivalents, and achievement score distributions. Also included is a bibliography. (Author/EB)

ED 164 715 UD 019 011

Bard, Morton Proshansky, Harold M.
The Human Dimension in Urban Responsive Services: Toward Collaborative Research.
City Univ. of New York, N. Y. Center for Social Research.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Sep 78
Grant-DAR76-80368
Note-75p.; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 019 012
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Attitudes, *Community Relations, *Community Services, *Emergency Programs, Fire Fighters, Human Relations, *Police Community Relationship, *Public Policy, Social Relations, *Urban Areas, Utilities
Described in this report is a project undertaken to examine the interaction between those who work in responsive-service systems, such as fire departments, the police, and the public utilities, and the urban citizens they serve. An overview of two issues is given: the significance of human interaction in response-service delivery during urban emergencies and the role of social science research in solving urban problems. The report then traces the development of the project, including the selection of the participating cities (Cincinnati, Kansas City, Miami, Rochester, San Diego, and Stamford) and their Task Forces. At each research stage, comments from the project staff illuminate aspects of both the developing research agenda and the collaborative method used to achieve it. The report concludes with the recommendations of the project staff, directed mainly toward the human dimension''' in responsive-service delivery during urban emergencies and toward certain changes in the conduct of future projects similar to this one. (Author/EB)

ED 164 716 UD 019 012

Bard, Morton Proshansky, Harold M.
The Human Dimension in Urban Responsive Services: Toward Collaborative Research. Summary.
City Univ. of New York, N. Y. Center for Social Research.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Sep 78
Grant-DAR-76-80368
Note-9p.; For a related document, see UD 019 011
Available from-Center for Social Research, CUNY Graduate School, 33 West 42nd Street, New York, New York 10036 (n.c.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-City Problems, Community Attitudes, *Community Services, *Emergency Programs, Fire Fighters, *Human Relations, Police Action, Police Community Relationship, Public Policy, Reports, *Research Design, Research Projects, Social Relations, *Urban Areas, Urban Population
Identifiers-California (San Diego), Connecticut (Stamford), Florida (Miami), Missouri (Kansas City), New York (Rochester), Ohio (Cincinnati)
This paper summarizes a project undertaken to examine the interaction between those who work in responsive-service systems, such as fire departments, the police, and the public utilities, and the urban citizens they serve. Briefly outlined are the project's sponsoring organizations, objectives, participating cities (Cincinnati, Kansas City, Miami, Rochester, San Diego, and Stamford), findings, and recommendations. The findings presented deal with the attitudes and expectations of the participants, the degree of commonality in the identification of problems and issues among the various responsive-services, and the significance of the collaborative method employed. Recommendations are directed mainly toward the human dimension'' in responsive-service delivery during urban emergencies and toward certain changes in conducting future projects similar to this one. (Author/EB)

ED 164 717 UD 019 013

Guidelines: Towards Excellence in Reading Programs.
California State Dept. of Education, Sacramento. Right to Read Unit.
Pub Date-78
Note-29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Elementary Secondary Education, Guidelines, Information Dissemination, *Needs Assessment, *Program Development, *Program Evaluation, Program Guides, *Program Planning, *Reading Improvement, *Reading Programs

Seventeen guidelines for reading improvement programs in elementary and secondary schools are presented and discussed in this report. Areas focused upon include needs assessment, implementation, evaluation, philosophy and dissemination. The guidelines are: (1) identify the status of the reading program, including reading problems and program strengths; (2) determine and make public the required and desirable solutions regarding the program; (3) identify alternative strategies to resolve identified reading problems; (4) seek solution strategies; (5) diagnose reading behaviors of students; (6) prescribe instruction for students to remove reading deficiencies; (7) personalize instruction to meet the reading needs, strengths, and interests of individual students; (8) provide continuous opportunity for students to learn to read in all subjects; (9) match instructional facilities, materials and equipment to the reading needs and interests of students; (10) implement proficiency standards in reading for all students; (11) provide inservice education to school staffs which will enable them to perform instructional and management tasks pertinent to the local reading program; (12) modify, if necessary, the reading program to ensure continuous progress in meeting objectives; (13) develop a comprehensive evaluation plan; (14) implement evaluation activities according to plan; (15) develop a comprehensive dissemination of information plan; (16) disseminate reading program information according to plan; and (17) use feedback to bring about change and program renewal. A bibliography is appended to these guidelines. (Author/GC)

ED 164 718 UD 019 026

Child Nutrition Amendments of 1978. Report Together With Minority Views (To Accompany H.R. 12511).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-78

Note-67p.; For related documents, see UD 018 656 and UD 018 840; Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Breakfast Programs, Child Care, Elementary Secondary Education, *Federal Legislation, *Federal Programs, Inflation (Economics), Lunch Programs, *Nutrition, *Resource Allocations, *School Responsibility

Identifiers-*Child Nutrition Amendments 1978

In this Congressional report, the child nutrition amendments of 1978 are described in terms of their legislative history, inflationary impact, and present revisions. The reasons and provisions for extending and expanding certain child nutrition programs under the National School Lunch Act and the Child Nutrition Act of 1966 are explained. Reasons and standards for extending the special supplemental food program for women, infants, and children (WIC) through fiscal year 1982 are described. All terminology used in the Bill (H.R. 12511) is defined. Appropriations authorized for nutrition education and training are explained, and opposition to mandating breakfast programs in schools in low income areas is recorded. (WI)

ED 164 719 UD 019 027

Adams, Isaac, Jr.

A Survey of the Capacity of Selected Urban School Districts to Utilize and Disseminate Innovations in Educational Technology.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Grant-OB-NIE-G-78-0103
Note-90p.
EDRS Price MF-S0.83 HC-S4.67 Plus Postage.
Descriptors-*Educational Innovation, *Educational Policy, *Educational Technology, Elementary Secondary Education, Information Dissemination, Information Utilization, Institutional Role, Program Descriptions, *School Systems, *Urban Education
Identifiers-California (San Diego), New York (New York), Ohio (Cleveland)

This report presents the results of an informal survey which focused upon the manner in which urban school systems are organized to perform the functions of utilization and dissemination of educational innovations. The systems of each of twenty-eight urban districts surveyed are briefly described. Results presented indicate that (1) all respondents identified the existence of informal mechanisms to keep up with new ideas in education; (2) respondents in approximately three out of four large urban districts were able to identify some type of formal process or arrangement; and (3) the structure and character of these arrangements varied significantly from district to district. Specific organizational structures and activities which support this process are detailed in attachments to this report. These include New York City's centralized structure, San Diego's teacher-based approach, and Cleveland's concerted efforts to achieve diffusion through its school-based reform project. (Author/EB)

ED 164 720 UD 019 028

Access to Excellence: Recommendations for Equalizing Educational Opportunities.

Chicago Board of Education, Ill.
Pub Date-12 Apr 78
Note-170p.
Available from-National Clearinghouse for Options in Public Education, Chicago Public Schools, Room 626, 228 North LaSalle Street, Chicago, Illinois 60601 ($3.00)
Document Not Available from EDRS.
Descriptors-Academic Enrichment, Basic Skills, Bilingual Education, Career Education, *City Wide Programs, Creativity, *Educational Alternatives, *Educational Improvement, *Educational Planning, Educational Quality, Elementary Secondary Education, *Equal Education, Language Arts, Preschool Education, School Integration, Technical Education
Identifiers-*Illinois (Chicago), *Magnet Schools

In this report, the plan for fulfilling the commitment of the Chicago Board of Education to increase the quality of educational opportunities for all students in desegregated settings is described. The plan, which is designed to be realized by the 1982-83 school year, is divided into three parts: (1) district programs, educational initiatives to be undertaken by each district to fulfill the need for basic skills education; (2) system programs, educational initiatives that will enroll students from all parts of the city, preschool through high school, in alternative educational programs that improve basic skills and develop special talents; (3) administrative actions, initiatives that give students the opportunity to enroll in summer school. The purpose, objectives, eligibility, location, schedule, implementation, and cost of activities to be implemented under each program are explained. Numerous charts illustrate the projections. Areas stressed in the plan are bilingual education, basic skills, advanced placement, career development, technical education, language and creative arts, and preschool education. (Wl)

ED 164 721 UD 019 029

Federally Funded Educational Programs for Disadvantaged Children and Youth, ESEA Title I, 1976-1977, Organized into Counties.

New York State Education Dept., Albany. Div. of Federal Education Opportunity Programs.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-303p.; For a related document, see ED 150 255; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Compensatory Education Programs, *Disadvantaged Youth, Elementary Secondary Education, *Federal Aid, Program Costs, *Program Descriptions, Resource Allocations, *State Programs
Identifiers-*Elementary Secondary Education Act Title I, *New York

In this report, an abbreviated descriptive summary of each Title I compensatory education project implemented by local education agencies in New York State during fiscal year 1977 is provided. Listed by county and city, each program is explained in terms of grade level, staffing, objectives, services, materials, number of pupils served and financial allocation. A brief overview of the programs and program financing for each county is provided. Programs developed pursuant to the amendment to the original act, which provides allocations to private institutions for neglected and delinquent children, to children in State supported institutions for neglected and delinquent children, and for youth in correctional institutions, are described separately. (Wl)

ED 164 722 UD 019 030

The Summer Feeding Program for Children: Reforms Begun Many More Urgently Needed.

Comptroller General of the U.S., Washington, D.C.
Pub Date-31 Mar 78
Note-66p.; For related documents, see ED 118 710 and ED 142 625
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Breakfast Programs, Economically Disadvantaged, *Food Service, *Lunch Programs, *Program Administration, *Program Evaluation, *Program Improvement, Summer Programs, Youth Programs
Identifiers-*Summer Feeding Program For Children

This report discusses the administration of the 1977 summer food program for children. Widespread abuses in 1976 and earlier programs are reviewed. It is held that although some abuses did occur in 1977, these were fewer and less serious than before. Causes of the program abuses are discussed in detail, and include such factors as: (1) inadequate funds for State administration; (2) insufficient State staffing; (3) circumstances encouraging sponsors to submit overstated claims for payment; (4) identification of program target areas needs more attention; (5) improved but still inconsistent approval of sponsors and sites; (6) improved control of bidding and contracting; (7) insufficient State program monitoring and action on monitoring results; and (8) excessive advance payments to sponsors. Legislative and administrative actions for overcoming these problems are suggested. An appendix outlines the status of previous recommendations made to Congress and to the Secretary of Agriculture. (EB)

ED 164 723 UD 019 031

Options in Public Education: A Source Document.
Chicago Board of Education, Ill. Dept. of Program Development/Alternative Schools.
Pub Date-77
Note-88p.
Available from-National Clearinghouse for Options in Public Education, Chicago Public Schools, Room 626, 228 North LaSalle Street, Chicago, Illinois 60601 ($3.00)
Document Not Available from EDRS.
Descriptors-*Administrative Change, *Basic Skills, *Curriculum Enrichment, *Educational Alternatives, Educational Change, Educational Finance, Educational Planning, Elementary Secondary Education, *Instructional Innovation, Public Education
Identifiers-*Illinois (Chicago), *Magnet Schools

In this booklet, options (alternatives) for education in the Chicago Public Schools are discussed. Options described are of four types, all focusing on the learning of basic skills: (1) instruction-based, such as Montessori and open schools; (2) curriculum-based, such as magnet schools, academies, environmental schools and multicultural schools; (3) administrative-based, such as mini-schools; and (4) facility and resource based, such as academic interest centers and career development centers. Planning, development and implementation stages are outlined. Suggestions are made about financing and administrating alternatives and relating them to neighborhood schools, desegregation and permissive transfer. The new directions in educational options, the development of process models for options and leadership roles necessary to options development as implemented in the Chicago Public Schools are outlined. Appendices include policy statements on options planning, funding approval, methods of teacher self-assessment, and a glossary defining important terms in alternative education programs. (Wl)

ED 164 724 UD 019 032

Options in Public Education: Academic Interest Centers.
Chicago Board of Education, Ill. Dept. of Program Development/Alternative Schools.
Pub Date-77
Note-22p.
Available from-National Clearinghouse for Options in Public Education, Chicago Public Schools, Room 626, 228 North LaSalle Street, Chicago, Illinois 60601 ($2.00)

Document Not Available from EDRS.
Descriptors-*Academic Enrichment, Administrative Policy, *Basic Skills, Community Involvement, *Educational Alternatives, Elementary Secondary Education, Program Descriptions, *Program Design, Program Evaluation, Public Education, Racial Integration, *School Community Cooperation
Identifiers-Academic Interest Centers, *Illinois (Chicago), *Magnet Schools

In this booklet, the use of Academic Interest Centers (AIC) in Chicago public schools is described. An AIC is defined as an educational option program which: (1) concentrates a unique combination of resources for academic improvement in one location; (2) serves children of various racial/ethnic backgrounds in a way that advances their academic interests, talents and social growth; (3) enriches the basic skills of elementary and secondary school students; and (4) is developed in conjunction with members of the community. The history and objectives of the AICs in Chicago are outlined. Guidelines for the development of AICs are provided. Elements in program development, including location, resources, space, programming, staffing, and organization, are explained. The parameters within which the AIC program may vary are stated along with evaluation procedures. (WI)

ED 164 725 UD 019 033

Boyer, James B.

Racial Integration and Learners from Limited Income Families An Essay for American Educators.

Mid-West Education Associates, Manhattan, Kans.
Pub Date-79
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Economically Disadvantaged, Elementary Secondary Education, Ethnic Groups, *Integration Effects, Low Income Groups, Multicultural Education, *Racism, *School Integration, *School Segregation, Teacher Integration, *Teacher Responsibility, Test Bias

The challenge of educating learners from limited-income families, combined with the challenge of racial integration in the schools, is discussed in this essay. Some learning problems among impoverished children are attributed to segregation, prejudice, and the class-caste system. The inadequacies of segregated schools serving minority groups as compared to those serving the majority group are outlined with reference to funding and teacher role. Problems which teachers and low-income learners face in desegregated situations are described. Methods of judging achievement and of testing intelligence are evaluated in terms of their relation to teacher, parent and social bias. The use of multicultural curriculum and cross-racial personnel assignment are suggested in order to eliminate racism and racist attitudes in the schools. Educational problems of white learners from limited income families are analyzed. It is stated that a greater awareness of the elements of teacher responsibility in schools attempting racial integration contributes to a more effective and more functional school experience for all. It is concluded that once schools are desegregated, most of educations' energies must go toward maintaining racial integration and the productive teaching of children from limited income families. (WI)

ED 164 726 UD 019 036

Ogletree, Earl J. Chambers, Marie
Black High School Students Opinions of Student Rights.
Pub Date- 78
Note-18p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Students, Educational Legislation, High School Students, *Questionnaires, Secondary Education, *Student Attitudes, Student Behavior, *Student Opinion, *Student Rights

During the past decade, the authority of school boards and school personnel has been questioned and in some cases reduced by the student rights movement. Recent legislation has given students more power and schools less. That school children must be granted the same legal and constitutional rights as adults is perplexing to school personnel, parents, and students alike. A questionnaire designed to determine students' opinions on freedom of speech, due process, suspension and corporal punishment, search and seizure, dress codes, privacy of information, and student governance in school found that the majority of black Chicago high school students are conservative in their views about student rights. They want freedom in the areas that affect them personally and that have no direct influence on the education process, but want schools to be well-organized and well-operated. Findings suggest that: (1) school administrators should give students a voice in school policies and procedures; (2) teachers should allow students to make suggestions about class procedures and assignments; (3) students should be allowed to participate in the development of a students rights handbook; and (4) faculty should support student initiated activities. By giving students increased participatory rights in the educational process and the development of student policies, academic achievement may be enhanced and disruptive problems reduced. (Wl)

ED 164 727 UD 019 037

Walker, Maria P. Ogletree, Earl J.

Puerto Rican Parents Knowledge of And Attitudes Toward Bilingual Education.

Pub Date- 78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, Elementary Secondary Education, *Language Programs, Parent Attitudes, *Parent Participation, *Parent School Relationship, *Puerto Ricans, Spanish Speaking
Identifiers-*Elementary Secondary Education Act Title VII, Illinois (Chicago)

One of the goals of the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act, was the involvement of parents and community members in the planning, implementation and evaluation of bilingual programs. A study of Chicago parents, some with children in bilingual programs and others with children in English-only programs, focused upon: (1) the extent and type of parent participation in bilingual program; (2) the extent of parents' knowledge of and training in the philosophy and goals of bilingual education; (3) parents' opinions of bilingual education; and (4) parents' evaluations of current bilingual programs. Findings and data presented indicate that Puerto Rican parents who have children in a bilingual education program have significantly positive attitudes toward and greater knowledge of bilingual education than parents whose children are not enrolled in a bilingual program. Recommendations are made for increasing parent participation and understanding of bilingual education. (EB)

ED 164 728 UD 019 038

Montalvo, Maria A. Ogletree, Earl J.
Educational Aspirations of Puerto Rican Mothers for Their Children.
Pub Date- 78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cultural Factors, *Educational Background, Elementary Secondary Education, *Family Income, Higher Education, Language Role, *Minority Group Children, *Mother Attitudes, *Parental Aspiration, Parent Influence, *Puerto Ricans, Socioeconomic Influences
Identifiers-Illinois (Chicago)
The purpose of the study reported in this document was to determine the expectancy levels of Puerto Rican mothers for their children's educational careers. A sample of 125 mothers whose children attended a Chicago elementary school, located in a lower socioeconomic Spanish-speaking community, provided the data reported. Specific factors examined in relation to the mothers' educational aspirations for their children include: (1) the educational and occupational levels of the mothers; (2) the mothers' geographical origin; (3) family size; (4) language dominance at home; and (5) family income. Findings are presented in textual and statistical form. (Author/EB)

ED 164 729 UD 019 039

Daukins, Marvin P. And Others
Evaluating Project EXCEL: Some Methodological Considerations.
Pub Date-Nov 78
Note-10p.; Paper presented at the National Conference on Urban Education (4th, Philadelphia, Pennsylvania, November, 1978); Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Improvement, Evaluation Criteria, Evaluation Methods, High Schools, Inner City, *Program Effectiveness, *Program Evaluation, Secondary Education, *Urban Schools
Identifiers-*Project EXCEL
The purpose of this paper is to describe some general methodological issues which should be considered in selecting evaluation techniques to determine the effectiveness of EXCEL, a program designed to improve educational process and outcomes in inner city high schools. Four methodological issues are examined: (1) the selection and development of an appropriate model; (2) the assessment of program inputs and outputs; (3) the determination of the time dimension in the evaluation of goals and objectives; and (4) the choice of evaluators to perform the evaluation. An examination of EXCEL's goals reveals that a change in the measures as stated in the program's objectives (i.e., to improve self esteem, to improve the learning environment, to improve school attendance, to decrease vandalism, and to improve achievement) cannot be fully attributed to the effect of the EXCEL program relative to other factors. Nevertheless, EXCEL is said to be a positive approach to the complex problems of urban education. (Author/GC)

ED 164 730 UD 019 043

Reyes, Vinicio H.

Bicultural-Bilingual Education for Latino Students: A Continuous Progress Model.

Pub Date-78
Note-317p.
Available from-Arno Press Inc., 3 Park Avenue, New York, New York 10016 ($25.00)
Document Not Available from EDRS.
Descriptors-Acculturation, *Bilingual Education, *Compensatory Education Programs, Cubans, Educational Legislation, Elementary Secondary Education, Historical Reviews, *Immigrants, Mexican Americans, Migration Patterns, Models, *Multicultural Education, Puerto Ricans, *Spanish Speaking, Teacher Education
Identifiers-Bilingual Education Act, *Illinois (Chicago)

There are two purposes to this study: (1) to provide a rationale for bilingual education in Chicago based on history and the characteristics of the Spanish-speaking students; and (2) to propose an innovative model for a bilingual-bicultural program. American attempts at bilingual education in the public and non-public elementary schools from 1839-1917 are outlined. The historical backgrounds of Mexicans, Puerto Ricans, Cubans, and other Latin American groups are traced. Particular attention is given to the immigration and migration patterns of these groups and to the reasons for their coming to Chicago. Specific programs implemented to meet their educational needs are discussed. Factors affecting the learning process of ethnic group children, such as socioeconomic status, the identity crisis, low achievement, drop-out rate, and acculturation, are examined. Factors considered basic to a bilingual-bicultural education are used to outline a proposed model program. Suggestions offered deal with teacher training, resource materials, and curriculum development. Appended are descriptions of legislation affecting bilingual-bicultural education and a bibliography. (EB)

ED 164 731 UD 019 048

1978 Annual Report to the President and Congress. The National Advisory Council on the Education of Disadvantaged Children.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Pub Date-78
Note-67p.; For related documents, see ED 133 403 and ED 154 063
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-American Indians, Bilingual Education, Community Support, *Compensatory Education Programs, Disadvantaged Youth, Educational Alternatives, *Educationally Disadvantaged, Elementary Secondary Education, Individualized Programs, Migrant Education, Multicultural Education, Parent Participation, Private Schools, *Program Descriptions, Program Evaluation, Public Schools, Rural Education
Identifiers-*Elementary Secondary Education Act Title I

This is a report of the Council's site visits, assessment activities, and recommendations concerning programs for the educationally disadvantaged. Although most of the programs examined are funded under Title I, other types of compensatory programs are also considered. Particular attention is given in the report to the areas of: funds allocation and distribution; program planning, administration and evaluation; parent involvement; State operated programs; individualized education; alternative schools and programs; bilingual/bicultural education; American Indian and migrant education; community support services; peer tutoring; and the participation of children in nonpublic schools. Site visit reports from schools in Alabama, Arizona, Arkansas, California, Florida, Georgia, Kentucky, Mississippi, Rhode Island, New York, Tennessee, and Puerto Rico are presented. Particularly noted is the effectiveness Title I programs have demonstrated in meeting the needs of rural and small school districts throughout the nation. (GC)

ED 164 732 UD 019 050

Cabrera, Gloria Maria And Others

Working With Your School. A Handbook of the Arkansas Advisory Committee to the United States Commission on Civil Rights.

Arkansas State Advisory Committee to the U.S. Commission on Civil Rights, Little Rock.
Pub Date-Jul 78
Note-116p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Change Strategies, *Decision Making, Educational Assessment, *Educational Legislation, Elementary Secondary Education, Manuals, Parent Influence, *Parent School Relationship, State Agencies, Student Participation, *Student Rights
Identifiers-*Arkansas

In this manual, students, parents and community members are advised of the ways in which they can influence the educational system. Legal rights of students and their parents are described and applied to a variety of situations (such as suspensions, ability grouping, dress codes, discrimination, student marriage and pregnancy, school records, the educable mentally retarded, corporal punishment, programs, enrichment programs, freedom of information, and bilingual education. The structure of the school system and methods of influencing school decisions are discussed. Techniques of forming an evaluation committee and conducting a school evaluation are outlined. Information on Arkansas State education agencies and laws is provided. Instructions for filing complaints, along with sample forms, are included. Strategies for dealing with people in the educational pyramid are detailed, including suggestions for how to influence administrative decisions. An evaluative checklist illustrates guidelines for analyzing key areas of the education system. (Wl)

ED 164 733 UD 019 052

Directory of Funded Projects, Program Year 1978-79 (FY '78 Funds): Special Programs for Disadvantaged Students; Educational Information Centers Program.

Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Note-143p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Adult Education, *Compensatory Education Programs, *Contracts, *Educationally Disadvantaged, Educational Opportunities, *Federal Aid, Financial Support, *Grants, Higher Education, *Program Administration, State Surveys
Identifiers-Educational Opportunities Centers, *Higher Education Act Title IV, Special Services For Disadvantaged Students, Talent Search, Upward Bound

This directory lists grant and contract awards made under Title IV of the Higher Education Act of 1965. Grant awards for four discretionary grant programs (Educational Opportunity Centers, Special Services for Disadvantaged Students, Talent Search, and Upward Bound) are listed by State. The programs are arranged by the length of time the programs have been in operation within each State. The names and addresses of contractors who were awarded contracts to provide staff and leadership personnel training during Program Year 1978-79 to a selected group of grantees funded by the discretionary programs noted above are listed. Also included are the names and addresses of institutional and agency officials who were designated by the governors of States which are participating in a new State entitlement grant program, the Educational Information Centers Program. Funding levels are indicated for all grantees/contractors listed. (Author/EB)

ED 164 734 UD 019 065

Platt, William J. And Others
Racial Balance in the San Francisco Unified School District Phase I. Interim Report. SRI Project 1-0018.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-Jul 66
Note-45p.; For related documents, see UD 019 066-071; Page 24 may not reproduce well due to marginal legibility of the original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Anti Segregation Programs, Attendance Patterns, *City Wide Programs, Community Involvement, Community Organizations, Elementary Secondary Education, Feeder Programs, *Integration Methods, Program Costs, *Racially Balanced Schools, Research Projects, School Demography, *School Integration, School Redistricting, Student Transportation
Identifiers-*California (San Francisco)
This report provides the groundwork for a study of racial balance in San Francisco's public schools. Outlined are patterns which emerged from the experiences other cities had in trying to combat racial imbalance. An overview of interviews with community groups illustrates the priorities such a study should be concerned with in the area of pupil assignment. Alternative plans covering such areas as school attendance boundaries, feeder systems, paired schools, and major school reorganization are individually described and evaluated. Also described are systems for demographic and transportation analysis. Methods and estimated costs for establishing these systems are detailed. A brief discussion of the major demographic trends in San Francisco is presented in an attempt to determine the potential impact of specific projects. In addition, projected costs for various transportation facilities that may be used in achieving racial balance are provided. A schedule for Phase II of the research project is also included. (EB)

ED 164 735 UD 019 066

Lefkowitz, Ben D'Esopo, Tony
Measuring Racial Balance. Research Memorandum No. 1.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-24 Mar 67
Note-13p.; For related documents, see UD 019 065 and UD 019 067-071
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Ethnic Groups, *Measurement Techniques, Public Schools, *Racial Balance, *Racial Distribution, *School Demography, *School Integration
Identifiers-*California (San Francisco)
The purpose of this research memorandum is to describe a means of measuring racial balance and to apply the measure to the distribution of public school population in San Francisco. The measure is derived from the definition that full integration would be achieved if each school had exactly the citywide racial mixture of students. The racial balance index is so constructed that if every school had the citywide racial mixture, a value of 100 would result. If every school housed only one race (full segregation), a value of zero would result. Intermediate values reflect the degree to which the percentage of each race at each school varies from the citywide percentage of each race. This measure can also indicate not only the composite index for all four races (white, Spanish surname, black, and Oriental), but also the degree of integration achieved for an individual race. The measure takes into account school size. (Author/EB)

ED 164 736 UD 019 067

Spellman, Judith B.
Dimensions of Equality of Educational Opportunity. Research Memorandum No. 3.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-21 Apr 67
Note-29p.; For related documents, see UD 019 065-066 and UD 019 068-071
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Compensatory Education Programs, Defacto Segregation, Economic Factors, Educationally Disadvantaged, *Educational Opportunities, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Legal Problems, Minority Group Children, Racial Differences, Racial Discrimination, *Racially Balanced Schools, *School Integration, Social Factors, Socioeconomic Status
Identifiers-*California (San Francisco)
As part of a series dealing with various aspects of racial distribution in San Francisco schools, this memorandum presents information on the social, economic, and legal settings within which San Francisco's desegregation efforts are taking place. An overview of equality of educational opportunity is given to illustrate the relationship between differential educational attainment and the social and economic gap between whites and nonwhites. Specific aspects of this relationship referred to include teenage unemployment, improved income potential through education, and the public benefits of improved income potential. The report then analyzes racial imbalance in San Francisco schools in terms of residential segregation, population shifts, and disparities between cities and suburbs. In describing methods for narrowing the educational gap between whites and nonwhites, such factors as compensatory education, racially balanced schools, racial composition and student achievement, racial balance and quality of education, and the importance of compensatory education in racially balanced schools are considered. A report on the legal background of de facto segregation is also included. (EB)

ED 164 737 UD 019 068

Platt, William J.
Educational Organization for Desegregation. Research Memorandum No. 4.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-21 Apr 67
Note-31p.; For related documents, see UD 019 065-067 and UD 019 069-071
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Attendance Patterns, Educationally Disadvantaged, *Educational Opportunities, Educational Parks, Elementary Secondary Education, Equal Education, *Feeder Programs, *Integration Methods, Minority Group Children, Racial Differences, *Racially Balanced Schools, *School Integration
Identifiers-California (San Francisco)
As part of a series of reports dealing with racial distribution in San Francisco schools, this memorandum presents the rationale for adopting patterns of educational reorganization as an accompaniment to efforts to improve racial balance. Reasons are presented for adopting feeder patterns as students progress from the elementary to secondary levels. Advantages of feeder patterns cited include the ability to predict class size, educational continuity, stability in class composition, and the decentralization of school administration along vertical lines. Advantages of grade level reorganization are considered, including the achievement of higher educational effectiveness at equal or lower costs. Educational parks are discussed briefly, although it is indicated that this concept has only limited application in San Francisco. Finally, the key findings of an Office of Education survey on the equality of educational opportunity are interpreted. Student achievement and conditions that appear to be related to it are examined in depth. Appended to the document are definitions of terms, as well as a table indicating the average verbal achievement scores of black and white grade 12 students. (Author/EB)

ED 164 738 UD 019 069

Spellman, Judith B. And Others

Adapting to Changing Racial and Ethnic Composition: A Survey of San Francisco Teachers and Principals. Research Memorandum No. 5.

Stanford Research Inst., Menlo Park, Calif.
Pub Date-15 May 67
Note-87p.; For related documents, see UD 019 065-068 and UD 019 070-071
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Administrator Attitudes, Community Involvement, Interviews, Racially Balanced Schools, *School Integration, School Policy, *Teacher Attitudes, *Teacher Characteristics
Identifiers-*California (San Francisco)

In this study, results of a survey of teachers and principals in the San Francisco public schools are reported. Characteristics of experienced teachers and their attitudes towards the racial composition of classrooms are described. The results of 18 group interviews with experienced teachers, district principals, and community and compensatory teachers concerning measures and policies for improving schools' educational offerings while racial compositions are changing are analyzed. Findings include the following: (1) when teachers are grouped according to the racial composition of their schools, more elementary school teachers in white and Oriental schools preferred their assignments than did teachers in Negro schools or in schools which had changed from white to mixed or minority in the past five years; (2) only 17% of experienced San Francisco teachers favored busing, and 51% would keep neighborhood schools regardless of racial imbalance; (3) groups interviewed believed that compensatory education should be expanded and that specialized staff should be increased; (4) interviewees suggested that curriculum be revised to meet the needs of minority group children who have special problems and that guidance programs be expanded; (5) overall it was felt that the community should be involved in improving racial balance. Thirty-seven tables substantiate the findings. (Author/WI)

ED 164 739 UD 019 070

Ross, Howard R. Moon, Albert E.
Transportation Requirements for Improved Racial Balance. Research Memorandum No. 6.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-15 May 67
Note-53p.; Parts may not reproduce well due to light print; For related documents, see UD 019 065-069 and UD 019 071
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Bus Transportation, *Cost Effectiveness, Elementary Secondary Education, *Noninstructional Student Costs, Racially Balanced Schools, *School Integration, *Student Transportation
Identifiers-*California (San Francisco)
This memorandum presents the costs of transporting students to achieve racial balance in the San Francisco public schools. The costs of a district owned school bus system are analyzed for a four year implementation period. Costs of different sizes and types of buses and of major operating requirements (including parking, buildings, staff, and maintenance) are estimated. Annual transportation costs per student are estimated. It is observed that the present contracted transportation arrangement provides a better use of equipment and, thus, is a financial benefit to taxpayers. New equipment would have to be procured at a greater cost to the city. (Author/WI)

ED 164 740 UD 019 071

Harker, R. A. And Others
Evaluation of Alternative Attendance Patterns to Improve Racial Balance. Research Memorandum No. 7.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-15 May 67
Note-84p.; Maps may not reproduce well due to light background; For related documents, see UD 019 065-070
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Attendance Patterns, Cost Effectiveness, Educationally Disadvantaged, Elementary Secondary Education, Feeder Programs, *Integration Methods, *Racial Distribution, *Racially Balanced Schools, School Demography, *School Integration, School Redistricting, Student Transportation
Identifiers-*California (San Francisco)
Part of a series of reports dealing with racial distribution in San Francisco schools, this memorandum presents 12 specific attendance alternatives and compares them according to effectiveness and cost. The evaluation of the alternatives is preceded by a summarization of the overall study. Then each of the 12 attendance patterns is defined and discussed. Some of the factors considered include the degree of racial balance or imbalance, school district boundaries, disadvantaged areas, feeder attendance rules, school reorganization, and busing. Summary sheets highlight the major features of each alternative. Maps showing assignment area boundaries are provided. Time-phased implementation of one pattern is investigated for feasibility. The implications of several alternatives for changes in transportation and facilities are examined. In addition, the effectiveness of alternative attendance patterns is compared with the corresponding costs of transportation and facility modifications. (EB)

ED 164 741 UD 019 081

Bumpass, Larry Rindfuss, Ronald

Children's Experience of Marital Disruption. Discussion Paper No. 512-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-Aug 78
Note-32p.; Paper presented at the annual meetings of the Population Association of America (Atlanta, Georgia, April 13-15, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age, Blacks, Caucasians, *Children, *Divorce, *Early Experience, Educational Background, Heads of Households, *Marital Instability, Mothers, *One Parent Family, *Racial Differences
Identifiers-*Family Growth Survey

Life-table procedures and data from the 1973 Family Growth Survey are used in this paper to determine: (1) the cumulative probability that by a given age a child will have experiences a single-parent family as a consequence of marital disruption; (2) the cumulative proportion of these children experiencing either remarriage or age 18 by given durations after marital disruption; and (3) the average duration of experience in a single-parent family. Findings presented suggest that about a third of all children will spend some time in a single-parent family before age 16 as a consequence of marital disruption. Large differences are shown to exist in relation to race, education, and the age of the mother at the child's birth. Of those affected by disruption, a quarter reach age 18 or have their mother remarry within two years of disruption and about half are still in a one-parent family within five years. Subgroup differences in remarriage rates moderate differences in the experience of this status by education and age of mother but increase the differences by race. (Author/EB)

ED 164 742 UD 019 082

Griffith, Albert R.
Inner City Human Factors Evaluation.
Pub Date-Jun 77
Note-63p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Vocational Education, *Career Development, *Disadvantaged Groups, Job Placement, Labor Force Nonparticipants, Manpower Development, On the Job Training, Postsecondary Education, Program Evaluation, *Staff Role, Vocational Counseling, *Work Attitudes
Identifiers-*Polaroid

This evaluation examines the degree to which human factors support, relate to, or impede the successful achievements of Polaroid's Inner City mission to provide on-the-job training for the career development of disadvantaged workers. The program is cited as a model for industry-based career education. Background information is provided on the social/historical context within which Inner City operates, the psychological and practical needs of the disadvantaged workers served, and options, objectives and the present organization of Inner City. The evaluation represents both observations of the evaluators and data yielded from a questionnaire administered to the program participants. The observations include the way the mission is approached from a human factors point of view relative to skill training, counseling, and placement. Also discussed are communication systems (formal and informal) among staff and trainee populations, trainee backgrounds, their perceptions of training, counseling, and placement, and their recommendations and gains. In addition, the report proposes recommendations for constructive change in the present model. Appendices include a trainee review form, a human resources report, and a copy of the questionnaire distributed to participants. A list of references is included. (EB)

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Adjunct Questions: Help or Hinder? A Critical Review of Theoretical and Empirical Research with Specific Regard for Age and Ability of the Learner, and Level of the Question.
ED 164 568

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Adolescent Thought: Curriculum Implications.
ED 164 495

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ED 163 337

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ED 163 910

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ED 164 326

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ED 163 154

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ED 163 155

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ED 163 157

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ED 163 158

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